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ABSTRACT

The findings, evaluations, and recommendations of the State advisory councils on vocational education, as reported in their annual reports for 1973, are summarized in this document. The one- to two-page summaries are arranged alphabetically by State following a seven-page overview summary of major findings and recommendations from all the reports. Topic headings in the overview are State Plans, Cooperation with State Departments of Education, Funding, Career Education, Youth Organizations, Job Placement, Private Trade Schools, Disadvantaged and Handicapped Students, Articulation, Coordination with Other Manpower Development Programs, and Local School Systems and Advisory Committees. (HD)

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Unmet Needs And Unresolved Issues Of Vocational-Technical Education In The United States

as reported by the state advisory councils on vocational education for 1973

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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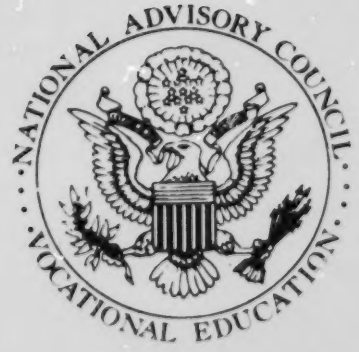

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The National Advisory Council on Vocational Education was created by the Congress through the Vocational Education Amendments of 1968. Its members, drawn from business, labor, education and the general public are appointed by the President. The Council is charged by law to advise the Commissioner of Education concerning the operation of vocational education programs, make recommendations concerning such programs, and make annual reports to the Secretary of Health, Education and Welfare for transmittal to Congress.

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FOREWORD

The findings, evaluations and recommendations of the State Advisory Councils on Vocational Education, as reported in their Annual Reports for 1973, are summarized in this report of the National Advisory Council on Vocational Education.

Each year NACVE has studied these Annual Reports as a part of its responsibility for determining the "condition" of vocational-technical education throughout the nation, as well as for obtaining clues as to any special studies and efforts we should undertake to resolve issues and problems of national import. So useful have we found our analyses of the SACVE Annual Reports' grass roots information on a state-by-state basis, that we decided to publish this information for possible use by other concerned organizations, agencies and researchers.

It should be noted that the summaries were prepared as objectively as possible from the actual reports themselves. No effort was made to interject additional information or to editorialize. It must be admitted, however, that favorable editorializing did occur in several instances when our staff expressed some satisfaction with the format of a particular report. The reports from Alaska, American Samoa and Connecticut were not received in time to be included in this document.

Following the "Overview Summary of Major Findings and Recommendations," the state-by-state summaries are arranged in alphabetical order.

James A. Rhodes
Chairman

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OVERVIEW SUMMARY OF MAJOR FINDINGS

AND RECOMMENDATIONS

The 1973 Annual Evaluation Reports of the State Advisory Councils on Vocational Education dramatically departed from previous years' reports in that they concentrated their discussions on qualitative, rather than quantitative concerns of vocational technical education. Whereas in past years considerable space was devoted to the inadequacies of data concerning manpower needs, student enrollments, etc., with recommendations for improving reporting and analysis, most of the Council reports for 1973 simply reported satisfaction with the progress -- albeit slow -- the State Departments of Education were making in this area. Statistics, if any, were usually contained in the Appendix. Recommendations usually were confined to urging the State Departments of Education to continue the efforts already initiated for developing management information systems so as to improve relevance of program offerings to the needs of industry as well as youth and adults desiring and seeking vocational education and training.

STATE PLANS

Commending their State Departments of Vocational Education for having, in most instances, exceeded the goals and objectives of the State Plans in terms of increased enrollments and number of programs in operation in the past several years, the Councils raised highly sophisticated, qualitative questions. For example, in discussing the accessibility of vocational education to youth and adults, many Councils pointed out that having vocational schools located in such a way that no person need travel more than a minimum number of miles was

but one criterion; a much more significant criterion is whether or not students would find the programs they desired in the school closest to their homes. If not, then as far as the student is concerned, vocational education is not accessible!

COOPERATION WITH STATE DEPARTMENTS OF EDUCATION

Another reason for so many of the 1973 Council Reports eschewing quantitative analysis and evaluation was the fact that many of their findings and conclusions were based on public hearings and survey questionnaires mailed to parents, students, former students, and employers. As a result, the Councils were saying to their State Departments of Education:

> "You have provided us with more than ample data as to what you are doing and how well you are doing it. Now we are going to find out what isn't being done , what needs to be done, and what are your plans, if any, for meeting these needs, and how can we help you?"

This attitude of the Councils has led to increasingly cooperative working relationships between the Councils and the State Departments of Education during the past year as evidenced by a number of jointly conducted and funded studies, public hearings, and workshops for improving professionalism of teachers, counselors, and administrators at the state and local level. Many Councils have joined with and supported their State Boards and State Departments of Education in seeking additional state legislative funding for vocational-technical education, and in consolidating under the aegis of the Division of Vocational Education, responsibility and authority for all manpower development and training programs within the State.

FUNDING

Some Councils have gone even further in this matter by recommending

that all state funds for education -- including higher education -- be disbursed by a single agency -- the State Department of Education. Rationale for the recommendation is based on the fact that higher education is receiving a disproportionate share of funds in terms of population needs because colleges and universities have greater clout and prestige in the legislature than do vocational educators. But if educational funds were disbursed on the basis of need and demand by the public, vocational education - it is believed, would receive much more money from the total funds available for education.

Another area of concern, and mutual support between many of the Councils and their State Departments of Education is the problem of late receipt of federal funds. A possible resolution, which the Councils and the State Departments are advocating, is having their State legislatures provide advance funds to the State Department of Education which would be reimbursed to the State upon receipt of the federal monies. While forward federal funding was the preferred solution and had been so recommended in previous years, the Councils did not see this happening in the near future.

CAREER EDUCATION

By far the most often repeated concern of the State Councils was the slow rate of progress being made in implementing Career Education in the elementary and secondary schools through the State. Noting that educators, businessmen and citizens alike were in support of the Career Education concept, the Councils pointed out that except for federally funded pilot demonstration and exemplary projects, little financial commitment was evident from either State Departments of Education, or State legislatures. Furthermore, what funds are allocated, are taken from already scarce vocational education monies. A large majority of the Councils urged their State Departments of Education to

obtain additional funds for Career Education from both the State legislatures, other monies available to the State Departments, and from local school systems in order to make Career Education available quickly to all students presently in grades K through 12.

It is interesting to note that in discussing professional development of school administrators, teachers, and counselors, many Councils called for including courses in Career Education in vocational education. Many Councils also recommended that guidance counselor certification requirements be expanded to include work-experience.

YOUTH ORGANIZATIONS

A growing number of Councils, as compared to the 1972 Annual Reports, recommended that efforts and funds be increased by the State Departments of Education in support of vocational youth clubs, and their growth in number and membership. One State Council recommended that these clubs be expanded into post-secondary institutions; another recommended that all vocational students be required to join a club relevant to their program of studies, and a third recommended that vocational instructors be required to take in-service courses in youth club leadership.

JOB PLACEMENT

Job placement services for all high school graduates and school leavers as a responsibility of the local school system was advocated by more Councils than in previous years. Several Councils specifically mentioned they were awaiting the report of the School-to-Work Project of the National Advisory Council on Vocational Education before taking stronger action in urging this responsibility on local school systems. This particular topical concern appears

to be one of the more important coming to the fore, and will undoubtedly receive considerable attention by the Councils during 1974.

PRIVATE TRADE SCHOOLS

Utilization of proprietary trade schools by local school systems, and their impact on the skilled manpower supply of a community or region is also a growing concern of the Councils. While less than 20% of the Councils discussed this matter in their reports, they all recommended that more recognition be given it, and greater utilization be made of the proprietary trade schools. In addition, several Councils recommended that the State Departments of Education improve regulatory practices of the private schools.

DISADVANTAGED AND HANDICAPPED STUDENTS

While recognizing that more disadvantaged and handicapped students were currently enrolled in vocational programs than at any time in the past, the Councils expressed concern about the still very small percentage of these students being served in terms of the numbers needing vocational education. Of all the problems, this seems to be the one on which least progress has been made in terms of need and potential.

ARTICULATION

Articulation of secondary school with post-secondary school vocational and technical programs is another problem which a number of Councils have found as continuing to be difficult of solution. While the problem is clear, and recommendations for resolving it are simply stated, implementation faces many barriers, particularly that of institutional autonomy -- even in State supported institutions of higher education. While some progress can be

reported, it is not yet of significant proportions except for isolated situations.

COORDINATION WITH OTHER MANPOWER DEVELOPMENT PROGRAMS

Coordination of vocational education programs with other community and area manpower development programs and activities remains a continuing problem, but the Councils report significant progress being made. This is an area where the Councils are working closely with their State Departments of Education in achieving good results.

LOCAL SCHOOL SYSTEMS AND ADVISORY COMMITTEES

A number of the Councils also report considerable progress being made by their State Departments of Education in the involvement of local school systems in the development of the State Plan. However, many of the Councils found it necessary to recommend further effort in this direction.

In their 1972 reports, a number of Councils urged their State Departments of Education to take necessary action to improve the utilization of vocational program advisory committees by local school systems, and offered their assistance in any such effort. Not only did the 1973 Council reports indicate that such action had been initiated, but an even larger number of Councils recommended such action. As a matter of fact, utilization of local advisory committees ranks among the ten top concerns of the Councils as indicated in their 1973 reports. This high level of concern was noted in the early reports received by the National Advisory Council on Vocational Education. As a result, the National Council assisted a well-known researcher in this field to conduct a special study of this problem. The report of this study, "Local School System Advisory Committees and the State Advisory Councils on

Vocational Education" is available from the National Council.

CONCLUSION

As an overall observation, it appears that the problems and issues of vocational-technical education which were plaguing our nation prior to passage of PL90-576 in 1968, when the State Advisory Councils on Vocational Education were established, are still with us in 1974. This despite considerable progress on many fronts as the result of massive infusion of funds by the federal and state governments. The factual evidence is that the problems were so acute in 1968 that four years of progress has succeeded in only making a dent. More importantly, however, our experience during the past few years has developed the guidelines which educators, manpower developers, economists, business leaders, legislators, and interested citizens must pursue if the promise and potential of Career Education -- of which vocational-technical education is a major component -- it to be fulfilled. The 1973 Annual Evaluation Reports of the State Advisory Councils on Vocational Education are a significant and major contribution to the development of these guidelines and in pointing the direction of our nation's effort to provide skilled manpower engaged in satisfying and productive effort in all facets of our economy.

SUMMARIES OF THE 1973 ANNUAL REPORTS OF THE STATE ADVISORY COUNCILS ON VOCATIONAL EDUCATION

ALABAMA

The recommendations contained in the 1973 Annual Report of the Alabama Advisory Council on Vocational Education are summarized as follows:

1. Curricula materials developed and distributed by the State Department of Education should be validated by industry.

2. State funding program approval priorities should be based on job opportunities, student interest and aptitude, program cost, and job placement factors.

3. The State Department of Education should design, develop and implement a coordinated state-local level planning system.

4. Local boards of education should appoint local advisory councils.

5. Maximum utilization of existing facilities should be made of vocational education facilities.

6. The State Legislature and local boards of education should establish the goal of enrolling 40% of the secondary, post-secondary and adult work force population in vocational education and training.

7. Articulation and administration of vocational programs between the various institutional levels should be improved.

Some of the findings leading to these recommendations were:

1. Career education programs in elementary schools and in teacher education institutions is making good progress.

2. In 1973 only 28% of the students enrolled in grades 7-12 were enrolled in vocational education programs.

3. The State Department of Education provided training for new and expanding industries which involved over 3,000 people in 33 locations.

4. Only 16% of the high schools offer organized job placement services.

5. The student counselor ratio was 5,143 students for each vocational counselor; approximately 1/2 of the high schools did not have a full-time general school counselor assigned.

ARIZONA

The Council's report is in two parts. Part I concerns the Council's recommendations; Part II, "Addendum" reviews other activities and includes summaries of several projects, articles, and a state-wide cyclical assessment program built around an instrument developed for this purpose by the State Division of Vocational Education.

Career Education

The Council endorses the concept of Career Education and urges that vocational-technical education be properly considered an integral part of Career Education.

Counselors and Teachers

The Council recommends expansion of professional development and in-service training programs to meet the critical shortage of qualified teachers and counselors.

Funding

The Council is concerned about the desirability of needs assessments for teachers, facilities, and equipment. Of special concern is funding of teachers' salaries when class enrollments are less than ten students, facilities are less than adequate and equipment is not relevant to the world-of-work.

Coordination

The Council reported, "no coordination exists among the secondary schools, community colleges, manpower programs, apprenticeship training and private schools relative to what programs should be offered, where they should be offered or the limitations of enrollments in the programs."

Youth Clubs

The Council recommends that the Division of Vocational Education continue its efforts to expand the number of vocational-technical education youth clubs and organizations.

Job Placement

The Council recommends that primary responsibility for job placement of students remain with the Department of Economic Security rather than being taken by the schools.

Relevancy of Programs to Needs

Adult education has decreased in Arizona each of the last 3 years. The Council urges a reversal in this trend by expanding both vocational and college degree programs for adults.

A decided trend to move adult vocational education to the community colleges has emerged. Also more Arizona community colleges are offering vocational education programs at both secondary and post-secondary levels particularly in the rural parts of the state.

State Plan Goals

Here again, concern was expressed by the Council that the goals, objectives and activities for the FY 1974 State Plan were developed without using needs assessments. Among other recommendations on this matter, the Council urged the Division of Vocational Education to hold public hearings and to consider making the assessment a joint venture with the Advisory Council, Department of Economic Security, Department of Economic Planning and Development and other cooperating agencies. Nevertheless, the Council reported that the FY 1973 goals, objectives and activities appear to be realistic and obtainable.

Acceptance of Council Recommendations

While the Council does not indicate its satisfaction or dissatisfaction with the consideration given by the Division of Vocational Education to the Council's previous year's recommendations, the record does appear satisfactory.

ARKANSAS

The Arkansas Council's 1973 Annual Report was more of an impassioned plea for vocational education to be viewed in its proper role within the totality of the educational system of the state and the nation than an evaluation of vocational education per se; e.g.:

> ". . .we do not question why thousands of children have reading problems; rather, we invest millions of dollars into symptomatic 'remedial reading programs.' At the same time, vocational courses are judged more critically. For example, if a vocational course does not place eighty-five per cent of its graduates directly into employment it is considered a failure."

As a result of the overall viewpoint that the Arkansas Council takes, it made a number of recommendations calling for major changes throughout the entire educational system of Arkansas.

For vocational-technical and career education, the Council's findings and recommendations centered around the topics discussed below:

1. Career Education

   At the elementary school level, some 2000 students in nine school districts were involved in career education "awareness" programs in 1972. In 1973, this number had been expanded to 5000 students in 22 school districts. By 1978, it is expected to have 14,000 students involved. This

number of students, however, is only 5.5% of the projected enrollment for 1978.

At the secondary level, the number of vocational programs has been expanded by 13% to cover 46,000 students in grades 8 through 12.

At the state office level, a career education coordinator has been appointed to promote and coordinate all career education activities within the state department and throughout the state.

2. Disadvantaged and Handicapped Students

Of the approximately 65,000 disadvantaged youth in high school, about 26% are enrolled in vocational education programs. New programs have been approved for approximately another 10,000.

Almost 880 handicapped students were enrolled in special programs, as compared to 700 last year.

3. Accessibility of Vocational and Technical Education Programs

a. Secondary Level

The number of vocational programs offered at the secondary level has been increased by 13% and now serves 46,000 students in grades 8-12, as compared to 36,000 students in the previous year.

In addition, 5 mobile units were utilized to bring orientation and exploratory programs to 370 students in remote areas of the state.

b. Post-Secondary Schools

Some 5,600 students were enrolled in the state's 15 area vocational-technical schools, 2 community colleges and 5 colleges and universities. Funds have been budgeted for 10 new area vocational schools.

4. The State Plan

The Advisory Council finds that despite the shortcomings of the State Plan as a planning document, the State Department of Education has made great strides in making vocational education available to increasing numbers of youth and adults throughout Arkansas.

CALIFORNIA

The Fourth Annual Report of the California Advisory Council on Vocational Education and Technical Training focused its attention and recommendations on coordination and articulation of the planning processes controlling the administration and operation of vocational-technical education throughout the State, and on improving the organizational and staffing patterns of the Department of Education vocational staff.

The Council noted that components in the statewide planning process - the State Plan, area master plans - are presently neither compatible nor integrated. Thus it is not surprising that the Council would report that the State Plan "does not contain articulate or representative statewide priorities, goals and objectives." To resolve this problem, the Council has suggested a series of recommendations to be implemented by the end of the calendar year 1974.

To assist the evaluation activities of the State Department of Education, local educational agencies, and the Council itself, the Council has identified 12 functions of vocational education around which performance may be assessed. A study of the effectiveness of vocational education in California local educational agencies, based on these 12 functions, indicated that:

1. Fifty percent or more of the districts surveyed report doing an above average or superior job in providing vocational education programs and services.

2. Districts appear to be experiencing the greatest difficulty in providing the following functions:

    a. student recruitment
    b. guidance and counseling
    c. placement and follow-up
    d. population needs
    e. evaluation

Noting that since 1969, the Department of Education's vocational education staff has been funded exclusively by federal funds, the Council raised the questions as to whom the state's educational leadership is accountable - the federal government or the people of California. Opting for the latter, the Council recommended that the State Board of Education (and the Board of Governors of the California Junior Colleges) seek from State general funds the monies needed to totally support administrative services. For the 1975-76 budget this amount would be $1,200,000 for both Boards.

While the State Department of Education has expressed agreement with a previous year's recommendation of the Council that funding for career education projects be drawn from all education sources rather than primarily from vocational education funds, no action has been taken to implement this

recommendation. The Council reiterated its stand on this matter, and further recommended that by the end of calendar year 1974, the Board of Education and Board of Governors of the California Community Colleges take action to implement the career education concept "so that all present and future students may benefit." The Council also made recommendations dealing with career guidance services were found to be "notably poor" in a special study conducted by the Council.

Concern was expressed by the Council concerning:

1. Lack of a defined role of community colleges in Regional Occupational Centers and Regional Occupational Programs.

2. The possibility of unnecessary duplication of services of the ROC's and ROP's.

3. Lack of communication and articulation, training and education, training and manpower development agencies by the ROC's and ROP's.

Crediting much of the growth of secondary and adult vocational education to these comparatively new types of institutions, the Council called for resolution of the concerns with their role and operation by the end of calendar year 1974.

COLORADO

The Colorado Council reported great progress in the development of a statewide plan for career education, and looks forward to adequate funding at the state and local levels. The Plan calls for a State Career Education Coordinating Council and for local Career Education Advisory Committees.

The Council, in reporting the State Department of Education's response to its four recommendations made in last year's report, stated, "Varying degrees of action were taken on each of the problems and recommendations taken."

The current Annual Report contains only several selected items from a number which were presented - by position paper and in discussion - to the State Department of Education, as follows:

1. Need for dialogue between state and national leaders before changes are made in funding and legislation.

2. Salaries of vocational and technical teachers should reflect their years of work experience and not be based solely on academic criteria.

3. Industrial Arts programs are appropriate to Career Education but should not be funded from vocational education appropriations.

4. Lack of student proficiency in basic skills in grades K-12 should be assessed and a long-range plan for development and implementation to remedy the identified shortcomings.

DELAWARE

The 1973 Report of the Delaware Advisory Council on Vocational Education was concerned with the qualitative assessment of the progress being made by the Department of Public Instruction in implementing its previous years' major recommendations. While progress has been substantial in several areas, the Department is still studying the feasibility of others. One such recommendation, attempting to overcome the uncertainties of timing in the receipt of federal funds, has the Governor and legislature providing local school districts with funds for advance planning and establishment of new programs, to be reimbursed to the State upon receipt of federal funds.

Among continuing concerns of the Council are those dealing with:

1. reduction in state funds to those schools sending students on a shared-time basis, to vocational centers,

2. the high cost of acquisition and maintenance of shop equipment for vocational-technical programs,

3. lack of adequate undergraduate and graduate programs for vocational teachers,

4. lack of measurable goal and objective statements in the State Plan, and too great a dependence upon available federal funds in determining vocational-technical program offerings.

In accordance with recommendations made in previous years by the Council, the Governor established the Delaware Advisory Council on Career Education to serve as the catalyst in developing coordinated planning for the entire field of occupational education, including vocational education, manpower development, etc. All other state agencies concerned with manpower development, including the Department of Economic Development, would participate in the program of the Advisory Council on Career Education.

Properly proud of the fact that, in 1970, Delaware became the first state to legally establish, encourage and financially support vocational youth organizations, and that in subsequent years the legislature has increased the amount originally appropriated by 300%, the Council is understandably dismayed that the Budget Act FY 1974 provides no funds for vocational youth organizations. Particularly so, because the State Board of Education provided double the legislative appropriation from its available federal funds.

In addition to this set-back, the Council found that bureaucratic red tape within the Department of Public Instruction is serving to frustrate and discourage vocational youth organizations in a number of ways. The Council has recommended reinstitution of legislative funding and that the intent of the original legislation be implemented immediately.

For several years the Council has recommended that each school district be provided funds to hire employment-placement officers at a ratio of 500 students per officer. The State Board of Education has been able to partially implement this recommendation by providing funds for the hiring of at least one such officer per school district. The services of these officers has been found to be relatively successful; if the proper ratio could be achieved, the Council is convinved the program would achieve its objectives as envisioned.

The Department of Labor assisted in the training of several of the employment-placement counselors.

The Department of Public Instruction established a Task Force on Career Guidance and Placement Services. The Task Force has concluded that the effectiveness of the guidance-placement system was directly related to the ability, experience and enthusiasm of the individual officer. The Task Force recommended that certification for this position should require work experience in business and/or industry, and that such experience be recognized by advanced placement on the State Salary Schedule.

In order to determine how well cooperative agreements were functioning among the 11 state agencies and their components charged with some responsibilities for vocational education for exceptional children, the Council obtained special position papers from appropriate officials. A study of these papers revealed a number of unmet needs. The Department of Public Instruction agrees it is timely to review the total role of vocational education and its impact on the handicapped from early childhood to the retirement age, and has taken the leadership in the development of a State Plan for Vocational Education for the Handicapped. The Council will conduct an in-depth evaluation of this matter in the immediate future.

The Council also recommended that persons with special needs for vocational education could best be served by a single agency serving both a clearinghouse function and as an educational and training institution. The Delaware Technical and Community College was suggested. However, the Department of Public Instruction can take no action on this recommendation, suggesting that this is a matter for consideration by the Occupational Education Consortium embracing the three institutions of higher education in the state.

DISTRICT OF COLUMBIA

The 1973 Annual Report of the District of Columbia Advisory Council on Vocational Education is devoted to the problems of implementing the career education concept in the D.C. school system. Pointing out that career development has been the third of four priorities of the school system, the Council feels that:

> "Career development, as well as some other programs, is tolerated partly because it has its own funding. Career development should be part of a comprehensive plan for education in the District which does not now exist, and will not until there is really high level input into long range planning."

The Council's evaluation of the D.C. State Plan for FY 1973 took the format of quoting missions and responsibilities for implementation, then reporting its own findings and recommendations. Some of the findings are:

1. Planning of the elementary area of career development to be the weakest and most vaguely defined.

2. At the junior high level, as with the elementary level, the lack of administrative responsibility for the implementation of career development programs seriously hampers the total effort.

3. Industrial arts curriculum content in the junior high schools has been greatly improved during 1973, but there is no operating money from federal or state sources either for the program itself or for in-service training of teachers.

4. Because of the separate nature of the administrative structures of the career development Exemplary Project with the Division of Instructional Services, its concepts are often not reflected in curriculum development by other school system departments.

5. Career development at the high school level occupies by far the largest amount of space in Plan FY 1973.

An extensive number of recommendations were made by the Council concerning career education development as well as vocational programs and counseling. All levels of the school system and the variety of program offerings were involved in these recommendations.

The Council's report includes summary reports of its:

1. public hearing

2. seminar on Career Development and Union Apprenticeable Trades

In reviewing responses by the D.C. school system to previous years' recommendations of the Council, the recommendations were organized by major topics of interest.

FLORIDA

The Florida Council's Annual Evaluation Report, rather complete in its coverage of most of the major issues of vocational and technical education, reported considerable progress and improvement as a result of the efforts of the State Board of Education and its staff.

TOPIC: The acceptance and implementation of the career education concept by the State departments of education, the State advisory councils and the local school systems.

In 1973, the State Legislature appropriated $5 million from the General Revenue Fund for the development and implementation of a model career education program in each school district. It has been estimated that special funding will be needed for 3 years while career education is becoming an integral part of the regular on-going program.

Approximately 25% of all elementary school students (grades 1-6) and 40% of all students in grades 7-9 were involved in career education programs during 1973.

TOPIC: Professional development.

Approximately 7,000 teachers, administrators and guidance personnel were involved in staff development workshops at the local level.

TOPIC: Coordination with other State manpower planning, development, education and training agencies.

There were no specific indicators that the State's goals and priorities for vocational education are related to other economic manpower development efforts in the State, although there is evidence of extensive coordination among state agencies for providing training opportunities which utilize public funds. The 1974 State Plan is expected to provide for the specific indicators lacking in the 1973 State Plan.

On the negative side, it seems appropriate to note that the State is no longer providing special training programs for new and expanding industries.

TOPIC: Utilization of manpower projections, economic development plans, and other demographic data in planning for vocational and technical education.

Lack of adequate, valid and timely labor market data continues to be one of the major deterrents to the effective and orderly development of a statewide program of vocational education.

TOPIC: Utilization of local school system and school program advisory committees.

In its 1972 Annual Report the Council recommended that each district school board and junior-community college have an active general advisory committee and appropriate program advisory committees for vocational and technical education. In 1973, the State Board of Education issued regulations to this effect. The Council and the State Board then initiated a joint effort to hold, in early 1974, a statewide workshop for school district and junior-community college staff - as well as selected local advisory committee members - on how advisory committees should be utilized by school people.

TOPIC: Support and expansion of vocational youth organizations.

Approximately 100 new vocational education youth organizations were established during 1973.

TOPIC: Job placement.

The 1973 session of the Florida Legislature enacted legislation requiring district school boards to maintain job placement and follow-up services, effective September, 1974, for students leaving or graduating from the public school system. While this legislation does not pertain to the junior-community colleges, the Advisory Council urges the State Board of Education to issue regulations requiring the same job placement and follow-up services for school leavers and graduates of these post-secondary institutions.

TOPIC: Serving the needs of the disadvantaged and handicapped.

There was an expansion in number of programs and enrollments for disadvantaged, handicapped and adult students. Enrollments in public schools-community college vocational education programs increased from 604,878 in 1972 to 709,006 in 1973 (17.22%). Instructional units increased from 5,200 in 1972 to 6,420 in 1973 (22%). Factors contributing to this expansion were:

1. development of new programs for each of these target groups,

2. expansion of work-experience and work-study programs for the disadvantaged students,

3. addition of several more local councils for the education and rehabilitation of the handicapped,

4. increased information made available about these programs,

5. expansion of guidance services and occupational specialists for these target groups,

6. in-service training programs for teachers of the handicapped.

Despite this considerable progress, there is need for continued effort in all of these activities to expand programs to serve the unmet needs of the disadvantaged and handicapped students throughout the State.

TOPIC: Relevance of vocational and technical education program offerings to student and employer needs.

Emphasis throughout the State has been placed on offering vocational and technical education programs for those job fields which appear to provide the greatest employment opportunities. However, labor demand and supply demand data are not sufficiently definitive or timely to make possible effective planning or evaluating of vocational programs on a regional, district or local level. Additionally, continuous job placement and follow-up data is needed in order to establish the degree to which a program is effectively meeting individual student needs or labor market demands. The Council commends the Department's plan - now in its initial implementation phase - to establish a statewide computerized system for the collection of educationally relevant manpower data (including student job placement and follow-up data).

The total program of vocational and technical education has continued to grow at a rapid rate in both number of programs offered and number of persons served.

TOPIC: Accessibility of vocational education at the secondary and post-secondary levels.

Vocational education opportunities at the post-secondary and adult levels are now within commuting distance of approximately 98 per cent of the population. At the secondary school level, however, much still needs to be done. In 1973, less than 20% of the students in grades 7-12 were enrolled in job related instructional programs. By 1978, projections call for 57% of all high school youth to be enrolled for at least two years in a skill development program. The Advisory Council recommended that this time-table be speeded up considerably by the State Board which was urged to increase its efforts to obtain necessary funding.

TOPIC: Meeting the goals and objectives of the State Plan.

The FY 73 State Plan was developed as a planning document rather than an "instrument of compliance" with federal regulations. As a planning tool, however, it serves only the needs of vocational education at the state level. State Office planners should now begin to address themselves to making the State Plan a useful planning document for the local school systems. Furthermore, it is recommended that:

1. All goals and objectives be clearly and explicitly stated in quantitative and measurable form. For the the FY 73 Plan, it is not possible to determine the extent to which a given goal was met since objectives were not identified with prescribed degrees (extent) of completion.

2. Each goal and objective be assigned a priority ranking on both an annual and long-range basis according to program, level, target group and geographical location.

3. Objectives, and activities designed to carry out these objectives, when applicable at the local levels, be so identified as a means for pinpointing responsibility and accountability.

The FY 1974 State Plan, it should be noted, indicates movement in these directions.

TOPIC: The articulation of curricula and programs between the secondary and post-secondary schools.

Articulation and coordination between secondary, post-secondary and adult education agencies has been strengthened and extend considerably during the past two years. Three principle factors are responsible:

1. Establishment of the Community School concept, with State funding support, calling for joint and coordinated use of facilities and staff.

2. State Board of Education regulations requiring establishment of coordinating councils in which a junior-community college is located.

3. Impact of the Comprehensive Program of Vocational Education and Career Education.

TOPIC: Acceptance of Advisory Council recommendations by the State Department of Education.

The Advisory Council feels that its FY 1970, 1971, 1972 and 1973 Annual Evaluation Reports have been well received by the staff of the State Board for Vocational Education. However, there are a few recommendations which have not been responded to sufficiently directly or definitively to enable the Council to better assess the appropriateness and effectiveness of its evaluation efforts. In addition, the Council:

1. has as yet not been able to determine specific factors which influenced the success or failure of the implementation of its recommendations,

2. would appreciate receiving on a timely and continuing basis copies of research reports, evaluations, statistical data and memoranda directed to education agencies and institutions in the State dealing with the Council's mandated functions and responsibilities.

GEORGIA

The 1973 Annual Report of the Georgia Advisory Council on Vocational Education is a brief statement of its philosophy concerning career and vocational education, some generalized findings of the deficiencies of these programs throughout the state, and several recommendations.

Among the Council's findings are:

1. Only 2% of the 649,000 children in grades K-6 are in any type of career awareness program.

2. Only 9.2% of the 305,000 students in grades 7-9 will participate in some type of exploratory or prevocational course during the year.

3. Only 19.2% of the 229,900 students in grades 10-12 are enrolled in vocational education programs providing job entry skills.

4. Post-secondary and adult education vocational-technical programs are still not available to many adults, although planning is now underway to remedy this situation.

The Council's recommendations, in brief, are:

1. The State Board establish a task force to develop a comprehensive plan for implementing career education K through 12.

2. Staff development funds should be directed to provide training and retraining of all high school counselors to prepare them to deal with career guidance and counseling, and that counselor certification requirements include work exposure/experience.

3. The State Board develop, establish and fund a series of placement offices to be responsible for adequate placement services to students in jobs, colleges, vocational-technical schools, or other programs.

4. The State Board of Education should implement a comprehensive program evaluation component as part of a total management information system.

The Council took a strong stand in urging that all high school students should work in a job related to their career plan, not only for the acquisition of specific entry-level skills, but also for educational credit and personal funds. For these reasons, the Council recommended that high schools take the initiative for placing students in entry-level jobs, following-up school leavers, and establishing operational relationships with employers.

GUAM

The 1973 Annual Evaluation Report of the Guam Territorial Advisory Council for Vocational, Technical and Adult Education exhibits a high degree of philosophical educational sophistication coupled with a very practical understanding of the vocational-technical education needs of the people of Guam. Thus, it was quite disappointing to find that the recommendations of the Council were frustrated in implementation by the fact that the Governor vetoed the legislature's budget. This estopped submission of the Territorial Plan for Vocational Education for approval. Since the Territorial Board of Control for Vocational Education must have local funds for matching federal funds for vocational education, little or no expansion of vocational-technical education programs is anticipated in 1974.

The Council found the Territorial Plan for Vocational Education valid in its goals, objectives and basic assumptions. Much of its Annual Report was devoted to an exposition of the need for a community college in Guam, and the occupational curriculum which should be offered.

It is interesting to note that for the school year, only 20 students were estimated to be enrolled in gainful post-secondary vocational education at the secondary level, the total estimate was 698. This is 166 less than in 1972.

HAWAII

The 1973 Annual Report of the Hawaii Advisory Council on Vocational and Technical Education devotes much of its discussion and recommendations to needed changes in the State Department of Education's administrative structure, staffing, funding, and cooperative relationships concerning vocational-technical education. The Council contends, and is supported by a May, 1973 evaluation study by staff of Region IX, U.S. Office of Education, that the office of the State Director of Vocational-Technical Education is grossly understaffed, particularly lacking adequate professional staff.

Lack of availability and accessibility of vocational education in the community colleges to many individuals is a growing concern of the Council in that not enough variety of program offerings are available. This same concern is expressed in that it will be 1980 before present plans will be implemented, assuming full funding.

Lack of adequate reliable data for planning purposes, and vague definitions of community college autonomy, are inhibiting factors to effective planning, articulation and coordination of vocational-technical education.

A number of specific recommendations were made concerning counseling and guidance. Among the more seminal ones are:

1. Certification requirements for all educational personnel should include vocational guidance training and all present teachers and counselors with nc such training should be required to participate in such an in-service training program.

2. The State Board for Vocational Education should encourage the further development of communication between business, industry and labor and the vocational teacher and counselor.

The Council became involved in the problem of veterans being approved by Veterans Administration for attendance in vocational programs. The V.A. regulations concerning full-time attendance have been interpreted as preventing attendance at community colleges offering flexible scheduling. The Council recommends that meetings be held to clarify and resolve this problem.

The Council strongly urges the community colleges to develop arrangements with secondary schools to permit early admission of high school students to vocational-technical programs. Such a policy, on a large scale, is hindered by the fact that the community colleges do not receive funds for the early admission student.

Other major recommendations dealt with:

1. Expansion in the number and support of vocational youth organizations.

2. Development of a reimbursement system whereby state funds will be used for vocational education until committed federal funds are released, which would be used in part to reimburse the state.

IDAHO

Despite the fact that geographic barriers and population sparsity in areas of Idaho indicate the impossibility of making vocational education readily available to all people, the effort is being made. School districts are combining funds and expertise, and some larger schools are building or leasing facilities for expanding occupational offerings. Each year sees a slow but steady growth in enrollments. State support of vocational education has also steadily grown, while federal support has remained static over the last six years.

Career Education

The Council is concerned with the continuing confusion of misinterpretation of vocational education vis-a-vis career education, and endorses the guide for career education, "A Comprehensive Educational Program for the State of Idaho" prepared jointly by the State Department and the State Department of Vocational Education.

Job Placement

The Council has been advised by the directors of the area vocational schools that informal job placement activities of instructors and administrators are serving to place all well-trained, properly motivated students. The same is true for students in the secondary schools, particularly those in cooperative education programs.

Relevance of Vocational Education to Student and Employer Needs

Follow-up data on high school leavers and graduates is quite limited, but each of the area vocational schools is working toward improving its follow-up system. These latter schools are also moving in the direction of open-entry, open-end programs. The Council recommended that special attention be given to determining student abilities at time of entry and that recognition be given to the value of programs operated by other agencies.

State Plan and Goals

The State Plan goals and priorities were appropriate and based on the needs of the population to be served. Available data indicate the Department of Vocational Education met or exceeded the goals in most areas.

Relationship of Vocational Education to the State Department

The Council recommends that any reorganization plan for education in Idaho insure that all education be the responsibility of the State Board, and that the State Department of Vocational Education report directly to the Board.

Funding

The Council re-emphasizes its previous year's recommendation that the State Board continue its efforts to secure full funding of the Department of Vocational Education, and also aggressively pursue surplus funds available to the 1974 legislature to construct additional vocational education facilities.

ILLINOIS

The 1973 Annual Evaluation Report of the Illinois Advisory Council on Vocational Education opens with a list of questions concerning a number of "sacred cows" of the educational system of our nation, e.g., "What is so sacred about 'required' subjects and hours necessary for a secondary school diploma?" The Council has been listening for answers to such questions, intimating that the answers could lead to needed major changes in public education. Interestingly enough, a number of states have raised these same questions, and are finding answers which are bringing about fundamental changes.

Following are some of the major findings and observations reported by the Council:

1. While the present funding formula by the State for vocational education programs at the local level has a number of inequities, any new formula must have striking advantages to be worth its implementation cost.

2. There is need for a total manpower planning system which would fold local and regional one-and five-year plans into the State's one-and five-year plans for vocational education and manpower development. Currently into the State office are over 650 separate local district plans.

3. Programs in the secondary level area vocational centers are still too heavily concentrated on traditional occupations despite growing manpower demands in health and public service occupations. Of the $2,354,870 reimbursed to these centers in 1973, 44% went for industry-oriented programs, 12 1/2% for health occupations and 10 1/2% for public service occupations. The first area center was approved in 1965; at present there are 24 such centers. Yet today there is no statewide plan for area center development based on either individual or occupational needs.

4. In terms of labor market manpower needs projections vis-a-vis vocational education output, the schools turned out over 2 1/2 times as many office occupations personnel as the labor market needed. On the other hand, the agricultural occupation output 1/3 below the estimated needs.

5. The Council continues to object to funding of elementary school career education programs out of scarce vocational education funds, although proud of the extent to which Illinois has embraced and implemented the career education concept.

6. The Council feels that the goals of the State Plan are valid, comprehensive, appropriate and are a reasonable reflection of student needs. The indications are that many of the objectives were fully met. However, a large number of secondary schools, it is sensed, are not offering vocational programs relevant to student needs.

7. The Council finds a great spirit of willingness by the State Board and its staff and the agencies to share information of all types, but it does not find real evidence of comprehensive state-level planning. One of the most critical deficiencies is availability of valid data for planning purposes and should be resolved in the near future by the State Board's new Management Information System.

8. Students attending post-secondary vocational institutions feel more satisfied with their programs than do secondary school students. Also, job-placement of post-secondary schools is much better than secondary schools.

Among the current recommendations of the Council, the following are considered rather innovative in terms of usual State Advisory Council reports.

1. Encourage local school districts to coordinate the delivery of adequate supportive services for general health, early identification of learning disabilities, referral assistance for sight and hearing problems, and emotional disorders.

2. Emphasis on safety practices in classrooms, shops and laboratories (and information about new state and federal laws and regulations) should be given additional attention by state staff and teacher training institutions.

3. Take affirmative action to provide female students adequate access to vocational and technical education across the state by eliminating sex bias in occupational curricula and sex stereotyping in occupational programs.

In-so-far as previous years' recommendations, the Council reported satisfactory implementation progress on 7 recommendations and unsatisfactory progress on 4.

The Council has commissioned a number of studies by private and public research organizations; all of these are listed in an appendix to the Report.

INDIANA

The 1973 Annual Report of the Indiana State Advisory Council on Vocational-Technical Education indicated a high degree of activity in promoting vocational education as an educational option, holding regional public hearings to obtain input of local community leaders in education and industry, and attempting to determine the relationship of manpower needs with vocational-technical training programs offered by public and private vocational schools.

In pointing out that there has been an 89.1% growth in secondary vocational education program enrollments during the past 6 years, the Council urged that special emphasis be given to expanding vocational education opportunities for women in a wider variety of programs than currently available. Other recommendations concerning the State Board of Vocational and Technical Education were that the Board:

1. Assume the role of the 1202 Commission as described in PL 92-318.

2. Take a leadership role with regard to proposed legislation and funding for vocational education.

3. Assign staff to establish working relationships between education and industry and the community.

4. Support a program of public awareness to improve the communication to the citizenry as to the opportunities available for students in vocational education progress.

The remainder of the Report was primarily devoted to describing the various post-secondary technical programs, teacher education and in-service professional development programs offered by colleges and universities in Indiana. Also included were summary statistics dealing with regional population changes, vocational education enrollments, and funding. Of a total of $30,187,565 spent on vocational education in Indiana, 66.1% is provided by local communities, 27.1% by the Federal government, and 6.8% by the State.

IOWA

The 1973 Annual Report from the Iowa Career Education Advisory Council is devoted to a review of pre and in-service teacher preparation activities directed toward implementing the career education concept. Recommendations of the Council are:

1. A definition for the term Career Education be developed be June, 1974 for the State Department of Education by a broadly based group of knowledgeable persons representing all levels of education, business, industry, the legislature and the general public.

2. A plan to be developed by June, 1974 to coordinate the efforts of all universities and colleges in the state to infuse the career education concept in all undergraduate and graduate school teacher and administrator preparation programs.

3. All curriculum guides now under process of revision (or to be revised in the future) and scheduled for release by June, 1975, include the career education concept.

4. A working state coordinating committee be activated by June, 1974 to develop a plan which will encourage universal implementation of the career education concept in all schools in the state, including elementary, secondary, and area schools, and the public and private universities and colleges.

The remainder of the Council's report consisted of a review of the status of its 1972 recommendations to the legislature and the State Board.

KANSAS

The Kansas State Advisory Council for Vocational Education, in its 1973 Annual Report, found that the goals, objectives and priorities of the State Plan for Vocational Education were:

1. Valid in terms of student needs but were only indirectly related to employment needs and could not be evaluated in terms of these needs;

2. Of such general nature in terms of specific population groups did not permit an evaluation of how comprehensive the goals might be in terms of these groups;

3. Related to other manpower development agency programs in a variety of ways;

4. Not amenable for analysis as to implementation except for specific activities listed under each goal, e.g.,

   State Plan Goal: Increase the number of elementary schools in the state offering World of Work programs as part of their curricula by 10% in F.Y.1973.

   Council Evaluation: There are approximately 2,500 elementary schools in Kansas. The 10% projected increase in elementary schools offering World of Work programs was 195. This is short of the projected increase of 250 but still represents a substantial increase.

However, not all the activities listed under each goal were stated in measurable terms, e.g.,

   State Plan Goal: Develop summer programs for disadvantaged students.

   Council Evaluation: There were no summer programs for disadvantaged students in F.Y. 1973.

Other major findings were:

1. The manpower planning system K-MUST (Kansas Manpower Utilization System for Training) appears adequate for planning of vocational education.

2. The computerized student accounting system which will be expanded to include all area vocational-technical schools, community colleges and unified school districts should make it possible to compare school output of vocationally trained students with manpower needs.

3. Coordination and articulation of instructional programs as well as cooperation among educational institutions at various levels is improving, but is still a problem.

4. The State reimbursement policy which requires post-secondary institutions to maintain a level of 75% placement of vocational graduates, and 50% of secondary institution vocational graduates, has forced the schools to assume responsibility for the placement of their graduates.

Following are several of the major recommendations made by the Council:

1. The Division of Vocational Education should restudy its procedures for developing goals and objectives for the State Plan.

2. The State Board should consider lifting its moratorium on the establishment of new vocational education programs.

3. The State Board should initiate a study of staff requirements in the Division of Vocational Education in light of the fact there has been no increase in staff for the past eight years.

KENTUCKY

The 1973 Annual Evaluation Report of the Kentucky Advisory Council for Vocational Education and Manpower Development and Training contends that while vocational education programs are directed toward meeting the needs of people, the problems are brought about by not being able to reach all those who ask for and need vocational education.

In Kentucky, vocational education is geared for the most part to secondary school students (60% of enrollment). Adults account for 33% of enrollments, and post-secondary vocational programs has never risen above 8% in the last 10 years. In FY 73, this figure dropped to 6%. The Council urged strong measures to provide for expansion of enrollments at the post-secondary level.

Convinced that improvement and expansion of vocational education in Kentucky will depend upon greater utilization of community resources by vocational educators, the Council's 3 recommendations in its Report dealt almost entirely with this matter, as follows:

1. Advisory committees should be required for each school offering vocational education programs; that annual and five-year projected plans submitted by the schools to the State Department contain a list of committee members and how the committee has been and will be utilized; and that continuous in-service training programs be provided the committees in order to enable them to function effectively.

2. The State Department should provide funds to permit at least one vocational teacher in each vocational region of the state in a wide range of occupational fields to engage in an industry exchange program.

3. Cooperative education students at the secondary and post-secondary levels be increased by as much as 50% during 1974.

LOUISIANA

The 1973 Annual Evaluation Report of the Louisiana State Advisory Council for Vocational and Technical Education recognizes the lack of adequate planning staff in the Bureau of Vocational Education as a major factor in any critique of the State Plan, as follows:

> "Of major import to an objective and constructive response to this evaluation report is the observation that in the early calendar year 1972 time frame for preparation of the fiscal year 1973 state plan, the staff of the Vocational Education Bureau of the State Department of Education consisted of only one person."

In addition, the Council reports that Louisiana has made less effort than most states in providing matching funds to federal educational monies, ranking next to last among the 50 states.

The year 1973, however, should be regarded as a turnaround year in the history of vocational-technical education in Louisiana. "Rather than vocational education being the 'stepchild' it rose to the forefront of priorities for education. Career education was also given a boost, with $8 million appropriated to implement this concept statewide. Louisiana is believed to be the first state to initiate revision of curricula and retraining of teachers statewide along the career education concept."

One of the 1973 legislative acts affecting vocational education provides that the State Board of Education may appoint advisory councils - equally representative of employer, employee, educational, public, and ethnic minority groups for each post-secondary vocational-technical school. "There was no previous state requirement for schools to have advisory councils, and many did not."

After reviewing the status of its 1971 and 1972 recommendations, the Council's 1973 major recommendations are concerned with:

1. Providing adequate planning staff in the Bureau of Vocational Education to develop comprehensive, clear and concise state plans for vocational education in measurable evaluative terms and utilizing electronic data processing procedures and equipment for an all-inclusive management information system.

2. Developing an all-inclusive centralized follow-up system on students previously enrolled in vocational programs.

3. Vocational programs at state correctional institutions be consolidated under a single coordinator at the State Department of Education level.

4. Providing an adequate number of vocational guidance counselors at the elementary, secondary and post-secondary school levels.

MAINE

Starting with a general review of the Council's activities, the 1973 Annual Report of the Maine Advisory Council on Vocational Education devoted its next section to a discussion of vocational education at the national level. Pointing out that while American education had started in the 1960's with optimism and confidence in its ability to meet the challenge of the decade, this attitude had changed to skepticism and disillusionment by 1970. Vocational education, however, not only survived, but is currently enjoying a boom in terms of public interest and financial support. While this heightened interest is gratifying, it is also sobering because the public may come to expect more from vocational education than it can deliver! Thus, vocational education must make certain that the expectations are realistic. The Maine Advisory Council considers its public information activities - advocacy of expanding vocational education opportunities and development of an informed public through utilization of lay boards and advisory groups - as crucial. Particularly so in understanding the variety of critics and criticisms of vocational education -- some well-founded; others self-serving.

Nevertheless, as the Council report states, "...though we can disagree with the conclusions (of the critics), we cannot ignore the questions ...The target doesn't disappear when the marksman misses." Several of the major questions which were raised are:

> How is vocational education to be held accountable to the State?
>
> How do we justify the obvious inefficiencies in our use of resources for vocational education? In the development of new resources?
>
> What are the valid measures of success for our public system of vocational education?
>
> What are the rigidities and inflexibilities in our present system that may limit or hamper the needed growth of vocational education?

As an example of an unsatisfactory response to pressures in vocational education is the growth of "credentialism" defined as formal paper requirements, usually set in terms of education, which are unrelated to any visible requirements of a program or job. Since vocational education demonstrates its value not by paper but performance on the job, it would be a tragedy if vocational education programs were to become concerned with meeting credentialing requirements rather than the relevance of the work to be performed by the students upon completion of their training programs. There is a real danger that this situation can occur for students, teachers and institutions.

Another unsatisfactory response is the establishment of additional centers for vocational education without providing additional programs of education and training, or additional available hours for students who cannot meet the regular scheduled hours during which programs are offered.

Without flexibility in program offerings and scheduling of programs, students who desire, need and could benefit from vocational education will continue to be excluded.

A third type of unsatisfactory response is for vocational educators -- in their attempts to prevent vocational education from becoming a "dumping ground" -- to insist on enrolling only those students who are "highly motivated." The Council pointed out that, "In a year in which the people of Maine have committed themselves to extending vocational education opportunities to 97% of the secondary school population in the state, the possibility that the programs may exclude all but the "highly motivated" seems unworthy of this commitment."

As a group of concerned non-professionals, the Advisory Council urged the professional vocational educators to address themselves to questions being asked about vocational education by the general public rather than further refining professional positions with other professional educators at this moment in time. As important as are the relationships with other educational professionals, the Council feels that the people of Maine need to know how to reasonably judge the success of vocational programs. If their expectations are unreasonable, they will become dissatisfied, disillusioned and will not support vocational education. The type of questions suggested by the Council have already been indicated. Additional questions, such as the following, also need answers:

1. How significant should job placement be as an immediate measure of success?

2. What should be the extent of the opinions of students and employers in shaping vocational education?

3. Are using enrollments a sufficient justification of vocational education?

4. Are there different measures of success for secondary, post-secondary and adult education?

5. How can the impact of vocational education on the economic development of the state be measured?

That "the professional leadership in vocational education at every level should begin a public discussion with laymen about the reasonable measures of effectiveness for Maine" was the first recommendation of the Council's report, is not surprising in view of the above discussions. Other recommendations dealt with experimentation in extending the use of vocational education facilities, advanced placement, increasing enrollments and other ways for creating a more flexible system.

MARYLAND

While Maryland's vocational education system continues its expansionist trend, some measure of the distance left to travel, the fact is that it serves only 30% of the students in grades 7-12 according to the 1973 Annual Report of the Maryland Advisory Council on Vocational-Technical Education.

Among other findings contained in the Report are:

1. Students preparing for professional jobs represent 43% of enrollment, whereas professional jobs represent only 16% of the workforce.

2. Students preparing for skilled and middle manpower jobs represent 34% of the enrollment, whereas these jobs represent 79% of the workforce.

3. Students not prepared for jobs represent 23% of enrollment, while unskilled workers represent only 5% of the workforce.

The implications of these statistics are fairly obvious:

1. A disproportionate amount of educational resources are invested in the preparation of youth for professional jobs as compared to the demand.

2. The resources of our schools are not being utilized in keeping with the needs of modern society.

3. School advisemement services and utilization of resources need basic alteration and redirection.

In analyzing the State Plan, it was found that the stated overall objectives were all exceeded in 1973. However, for certain specific programs and target groups there was wide variation between planned enrollment objectives and actual achievement. The variation appears to stem from an inaccurate planning base on which to make realistic projections of enrollment.

In reporting action taken by the State Board in previous years' recommendations, the Council indicated the current status, progress or lack of progress, and where considered pertinent, reiteration of the recommendation.

Current major recommendations of the Council, briefly stated, are:

1. When receipt of federal funds is delayed, local educational agencies should be provided their allotments and then reimburse the State upon receipt of the federal monies.

2. The State Board should require each local school system to establish and maintain an active advisory council, and to provide funds for the council's operation.

3. The State Board should establish optimal student-teacher ratios for each type of vocational-technical program and require adherence by local educational agencies.

4. A more comprehensive reporting system which includes all adult vocational enrollments should be developed by the State Board; also the Board should prepare and distribute a document which relates job titles and educational programs in terms of the DOT, SICC, USOE vocational program titles and vocational cluster titles.

5. The State Board should appoint a task force to investigate the potential of utilizing proprietary schools to provide vocational training for public school students where such training is not otherwise available.

6. The State Board should establish certification requirements for para-professionals in the field of vocational guidance and a minimum level of in-service training in career guidance counselors.

MASSACHUSETTS

The Massachusetts Advisory Council on Vocational-Technical Education's 1973 Annual Report is a resonable, stimulating and up-to-date critique of most of the major problems and issues of vocational education. This report might well be used as an assessment for the nation. The central focus of this report is its evaluation of the total manpower delivery system of Massachusetts in terms of both the people being educated (and trained) as well as the employer. Included in this focus is the intent, process, and results which relate to that focus.

While the Council applauds the substantial progress made since the mid-sixties in both improving the quality of occupational education and making such programs available to more people, the Council also finds access to occupational education programs is still too limited. The Council also commends the increase in financial and human resources allocated to vocational education in the state, but the fact remains that the allocations have been made with no assessment of cost-effectiveness.

> "A central question raised by the study's findings and conclusions is whether improvements in the present delivery system require only more public support, money, time and patience. The Council concludes that what is really needed, and needed soon, are different things done in different ways; and this requires some fundamental changes in the institution termed occupational education. (emphasis added).

The State Department of Education in a June 1973 report dealing with its plan to direct its resources in 1974 for improving and expanding vocational education received strong commendation from the Council. The Council cautions, however, that until measures relating to cost-effectiveness and impact become a part of the planning and budget system, there is no guarantee that priorities are reflected either in that system, or that results will reflect intent.

The State Plan implies a continuation of a major program to expand the regional vocational school system, a program involving some $250 million or more. The Council found that insufficient data exists today upon which to make long-range commitments to any one delivery system. The Council suggests a deeper look at alternative models--particularly a consideration of transforming the area schools into resource centers.

The Council finds that the considerable resources represented by the private school sector are largely being neglected by the state and local communities in their efforts to plan for the future. Furthermore, the private schools are required to meet certain standards without being afforded protection against unfair competition from public programs which may, in fact, be less cost-effective than the private ones.

Adequate delivery of services to the handicapped seems to be inhibited by a lack of mechanisms for effectively identifying the handicapped population, and by poor communications among agencies serving the handicapped.

Vocational programs appear to be reasonably well related to industrial needs, although deeper analysis indicates an insufficient knowledge of real labor needs as voiced by industry. Furthermore, much of the so-called successful record of job placement is more attributable, the Council believes, to industry demands for manpower which exceeds the current modest output of the vocational education system.

At present, there appears to be an inadequate level of communication between the community colleges and other institutions offering secondary and post-secondary occupational programs. It also appears that a communication problem of major proportions exists among and between vocational schools, feeder schools, and the local administrative and policy-making levels.

MICHIGAN

Among the five recommendations contained in the 1973 Annual Evaluation Report of the Michigan State Advisory Council for Vocational Education, the following two are of particular interest:

1. Apprenticeship-related classroom instruction, recruitment, counseling, and training should be expanded and improved in close coordination with apprentice program sponsors.

2. In order for the Council to develop an effective relationship with elected officials and those who influence legislation, the State Department of Education should forward to the Council, for informational purposes, bills which have been drafted for legislative action.

The Council conducted an important and successful Conference on Federal Revenue Sharing which provided "a much-needed common ground for mayors, superintendents, vocational directors and others who attended."

The Council is undertaking the preparation and release of eight television spots and eight radio tapes to help improve the "image" of vocational education.

Reaffirming its continuing interest and concern in all its previous years' recommendations, the Council stressed as "new directions," continued progress by the State Department of Education in the implementation of

1. career education

2. vocational education performance objectives

3. local vocational advisory councils

As an appendix to its report, the Council included an analysis of a questionnaire completed by 175 persons who attended the Council's public meetings. A review of these findings indicates a number of topics which need further interpretation and additional communication by local and state authorities.

MINNESOTA

The Minnesota State Advisory Council on Vocational Education, as well as the State Board of Education, are convinced that using the State Plan as the basis for conducting an evaluation of vocational-technical education in the state is not feasible.

> ". . .the Plan information is inadequate for an accurate judgment in regard to the goals and priorities established within the Plan. The Plan is also totally inadequate in communicating the accomplishments of vocational-technical services to the state."

It is the Council's position that vocational education cannot be surveyed in isolation. Thus it is that its 1973 report is concerned with defining the role of education, establishing the purposes of education, and relating these purposes to allocation of resources. Several ingenious analogies are offered to indicate how resource allocation and cost-benefit can be utilized to determine program offerings. Most importantly, the Council calls for program offerings to be based on direct responsiveness to the needs of the people of the state as determined by needs assessment studies and utilization of local advisory committees.

A major recommendation of the Council is that the state's administrative structure for all of education be consolidated. Instead of four Boards and a Commission, the state should establish a single Minnesota Council on Educational Services responsible for the total educational system of the state.

With specific reference to vocational education problems and needs, the Council notes that the needs cited in 1970 continue to exist. In its 1973 Report, a number of issues are identified, with appropriate recommendations for their resolution. Some of these needs are:

1. Need to increase public awareness of the priorities and bases for resource allocation in vocational education.

2. Need for the governor and legislature to restore funds cut from vocational education.

3. Need for utilizing facilities and resources for vocational education in the community before building new schools.

4. Need for developing new criteria for determining whether a program is to be discontinued other than the job placement record.

5. Need for more practical methods of assuring equal opportunity for all students regardless of race, national origin, or sex.

6. Need for the State Board of Education to make more effective use of the State Advisory Council on Vocational Education.

MISSISSIPPI

The Mississippi State Advisory Council on Vocational Education, in its 1973 Annual Report contains summaries of the evaluation study made by the Council of 15 secondary school districts and 5 post-secondary school districts. Each of the school districts was visited by a committee composed of representatives of the State Council, the RCU, teacher educators, and the State Department's vocational education staff. Each visit amounted to two and one-half days. The broad areas of consideration were administration, curriculum, relationships with the local economy, students and teachers.

With respect to relationships with the local economy, it was found that for the secondary schools, ten school districts (2/3) were doing average or above average in getting representatives from business and industry to participate in program or curricular development, and the other 5 (1/3) were rated below average. At the post-secondary level, it was found that 1 school (1/5) was doing an excellent job of initiating and maintaining liaison with business and industry, 2 schools (2/5) rated above average, 1 school (1/5) average, and 1 school (1/5) below average. However, only 2 schools rated average or above in making use of general advisory and craft committies.

These findings led to a recommendation to the State Department that consideration be given to initiating and developing a format and procedure to be given to local directors of secondary and post-secondary programs that would encourage them to utilize the services of their craft and advisory committees on an active and consistent basis.

Other major recommendations dealt with:

1. Consideration be given to a public relations program for those school districts with vocational-technical regional complexes.

2. Continuing emphasis be given to remedial instruction for vocational students by specialists in language arts and mathematics.

3. Providing occupational orientation to all middle grade students.

4. Renewed emphasis on closer coordination and articulation of curriculum between secondary and post-secondary programs.

5. Handbooks on policy and procedures for State Department and local school officials concerning vocational and technical education be developed.

In its report, the Council found that:

1. Vocational education enrollments had increased from 102,564 in 1968 to 127,599 in 1973.

2. Programs and funds for the disadvantaged and handicapped have increased substantially.

3. While sufficient manpower data is available for planning purposes, the accuracy of the data is still questionable.

4. Vocational education has not as yet taken a leadership role in guarantying job placement of its graduates.

5. Vocational education opportunities seem to be easily accessible to every man, woman, boy and girl in the state.

6. More and more schools are rapidly becoming involved in offering career education.

MISSOURI

The 1973 Annual Report of the Missouri Advisory Council on Vocational Education is a concise, clear report of its findings, conclusions and recommendations on specific factors. Most interestingly, for each stated factor (objective) evaluated, the Report includes a statement of methodology and resources (studies, reports, etc.) utilized. The Report also includes statements of progress in implementing previous years' recommendations by the State Department of Education, current status of the recommendations, and a restatement or revision of the original recommendation as may be necessary. With little reference to any statistics, the Report provides a comprehensive overview of the problems, issues and needs of vocational-technical education throughout the state. For this reason, a brief summary of the major recommendations, as well as status of earlier recommendations, follows.

1. Each local educational agency applying for funding for a vocational program provide justification data, including a needs assessment survey, identical to and in the same format as that used by the State Department in justifying funding for new programs.

2. Teacher certification at the elementary level require completion of at least one course which stresses the basic philosophy, concepts and methodology of career and economic education.

3. Recommendations made by the State Department as the result of periodic evaluations of local educational agencies must be implemented by the agency within one year under penalty of a loss of funds.

4. The concept of year-round school combined with use of individualized instruction based on packaged units of instructional material should be promoted by the State Department in order to better utilize vocational education facilities in terms of handling more students more adequately.

5. The State Department of Education should initiate a study immediately to develop a financial reporting system which would provide information on vocational program costs on a unit basis.

6. Junior colleges should be encouraged not to duplicate existing occupational education programs being offered by area vocational schools and local educational agencies in the geographical area served by the college.

7. Mandatory licensure of proprietary schools, recommended in 1971 by the Council and supported by the State Department, was submitted for legislative action in 1973. Passed by the House, but not by the Senate, the Council will support the State Department of Education in resubmitting legislation in 1974.

8. The State Department of Education continues to honor the Council's 1972 recommendation that no additional area vocational schools be designated until certain studies have been completed.

MONTANA

In assessing the State Plan for 1973, the Montana Advisory Council for Vocational Education pointed out in its 1973 Evaluation Report that overall, the goals, objectives and activities are those which will assist the state in providing an improved vocational education system for Montana. However, the State Plan placed little or no emphasis on goals aimed at a number of areas considered important by the Council, e.g.:

1. placement of graduates

2. cooperation with private schools

3. drop-out prevention and re-entry of drop-outs

4. local advisory committees

5. no mention of the Indian, the only real minority group in the state.

The Council also called for more emphasis in the post-secondary, adult, disadvantaged, handicapped and non-public school areas. There also appears to be a need for new directions at the secondary school level where consumer, homemaking and auto mechanics account for 51% of student enrollment.

The Council's report included a detailed discussion of the problems involved in attempting to match vocational program output with manpower needs: Of particular interest were insights provided as to the meaningfulness of some of these statistics. For example, in pointing out that while the Employment Security Division projected 1480 job openings in agriculture and that agriculture program graduates numbered only 923, the Council is not prepared to recommend that the schools increase their output because farmers are unwilling to increase the relatively low wages for trained farm hands.

The Council recommended that vocational education concentrate on occupational cluster training rather than specific job training in order to provide students with more options.

The Council reported that post-secondary institutions are generally doing a commendable job of providing job placement for their students, but that secondary schools do not seem to have grasped this responsibility as part of their role.

In its comments on the State Plan for FY 1974, the Council characterized it simply as a compliance document for obtaining federal funds rather than a planning document for vocational education in Montana. The Council suggested basic elements of a planning document, e.g.:

1. If a goal is included in a State Plan, then it should be properly funded to assure its implementation; otherwise the goal should not be included.

2. It should be comprehensive in that it takes into account the needs of all individuals requiring vocational education at all levels.

3. It should be articulated from the lowest grade level through the post-secondary level.

NEBRASKA

The 1973 Annual Evaluation Report of the Nebraska Advisory Council on Vocational Education reported as one of its major concerns lack of state legislature commitment to vocational education. This is evidenced by the fact that state funding was only 3% of the total costs involved, and 49th nationally in the amount of state resources allocated to secondary vocational education. (This ranking is taken from Operation Baseline reports.) This lack of financial support impacts negatively on staffing of the Division of Vocational Education, the quality of leadership possible from the State Department of Education, and ultimately on the quality of vocational education programs.

Articulation and coordination of institutional vocational programs, at all levels, as well as with other agency manpower development programs, plus the involvement of business and industry through the use of advisory committees were rated by the Council as among the top priority activities to be undertaken by the State Department of Education.

Using Operation Baseline data, the Council found that Nebraska ranks 10th nationally in the percentage of rural students enrolled in vocational programs; 25th in percentage of urban students; 15th in postsecondary and 18th in secondary enrollments. In other comparisons concerning enrollment, Nebraska rated above the national averages, including percentage of Negro enrollments and handicapped student enrollments. Despite this commendatory record, the Council urged further expansion in vocational education program opportunities for students in urban centers, minority groups and the disadvantaged.

The Council's report made a number of recommendations dealing with curriculum development for vocational education.

On the matter of relationships with the Nebraska legislature, the Council's executive director has registered as a lobbyist for vocational education. The Council recommended that the State Board for Vocational Education should employ a full-time registered lobbyist on its staff.

Establishment of vocational program advisory committees for the seven postsecondary school areas was strongly urged by the Council. Among the responsibilities of these advisory committees would be maintaining a communication linkage with the State Advisory Council, the State and Regional Labor Offices, and the State Manpower Planning Office.

Implementing the Career Education concept in all the schools throughout the State was urged by the Council in recommending that the State Department of Education:

1. Assign personnel to assist local school systems in this matter.

2. Conduct workshops and seminars to help teachers implement the concept.

3. Teacher training institutions include career education concepts and practices in course offerings to prospective teachers.

The Council called for an entirely new approach for supporting vocational youth organizations, enlarging student membership, and involvement of all teachers and school administrators in the clubs.

During 1973, the Legislature considered transferring MDTA, and Defense Training, Volunteer Fire and Safety Training, and Emergency Medical Technician Training from the Division of Vocational Education to other agencies. The Council recommended that this transfer not be made.

The Council expressed general satisfaction with progress the State Department of Education was making in implementing previous years' Council recommendations. Only in one area -- a shortage of properly prepared vocational teachers -- called for reaffirmation by the Council of its 1972 recommendations for improvement.

The Nebraska Advisory Council took the occasion of its 1973 Report to strongly affirm its opposition to consolidation of programs and funds for vocational education and to support the present system of categorical funding.

It is interesting to note that the Nebraska Council has decided not to seek state funds for its operations because "the fact that the Council is not dependent upon state funds also assures greater freedom to recommend more support for vocational education by the state legislature..."

The Council's report was devoted primarily to answering a series of questions submitted by the National Advisory Council on Vocational Education in preparation for Congressional hearings.

There is very limited use of private vocational training institutions by the State Board for Vocational Education. To date there are no data available on the extent of private usage by the State Board.

The Council reports an extremely satisfactory relationship in terms of both coordination and availability of data with both the Employment Service and the Economic Development Agency.

> "The Council found that while definitions of handicapped and disadvantaged are adequate, there was difficulty in achieving a uniform understanding at the local level among all participating. However, this wasn't the main problem. There seemed to be a reluctance on the part of some local educational agencies (LEAs) to do anything for these people. A high percentage of schools are still not participating."

NEVADA

The 1973 Annual Evaluation Report of the Nevada Advisory Council for Manpower Training and Career Education contains a description and rationale for the evaluation model developed and utilized by the Council in working with local schools and school systems. One of the basic tenets of this model is that evaluation is most effective when it builds upon and involves the people directly affected, i.e., self-evaluation. Built into the self-evaluation strategy is self-implementation of agreed upon recommendations for change.

The Council reviewed the status of vocational education objectives as stated in the Nevada Plan for Career Education for the 1973 Fiscal Year, The Council's report lists those objectives attained, partially attained, and not yet attained. In all, 54 objectives were listed, with 40 considered "attained."

A review of the status of the Council's major recommendations to the State Board revealed:

1. Career Education has become a high priority item within the State Department of Education.

2. The State Department of Education has held several Career Education Seminars for local school officials.

3. The State Department of Education has established an Articulation Committee in an effort to implement the Council's recommendations concerning increased articulation and coordination of programs in order to eliminate duplication.

4. The Employment Security Division has loaned a Manpower Economist to the State Department of Education to assist in planning priorities for vocational priorities at the state level.

5. The University of Nevada, Reno, has established a Career/Vocational Teacher Education program.

Major current recommendations of the Council are:

1. The Nevada legislature appropriated $2 million annually to support career, vocational, technical and adult education throughout the state.

2. A study be made to identify all sources of vocational and career education funds and their distribution so that federal revenue sharing funds be appropriately utilized for such educational programs.

3. Vocational education agencies determine program outcomes and initiate planning efforts to develop measurable goals and objectives.

4. A student follow-up and placement programs be initiated.

5. The State Department more actively involve the Council; local school officials; private school, college and university officials; business,industry and the public in the preparation of the State Plan.

NEW HAMPSHIRE

The 1973 Annual Report of the New Hampshire Advisory Council for Vocational and Technical Education offers three interesting insights into how State Councils can function to the benefit of vocational education as follows:

1. The Council prepared and distributed 150,000 brochures throughout the State appealing to citizens to support pending State legislation for the establishment of 20 secondary vocational education centers. The Act was passed, with an initial appropriation of $3.5 million. The Council, the State Department of Education and the Business and Industry Association of New Hampshire joined together in this promotional effort.

2. As a result of Council efforts, the Business and Industry Association of New Hampshire reactivated its Subcommittee on Education in active support of vocational-technical education.

3. The Council expressed concern that the post-secondary institutions had done such a good job in preparing individuals for health-care occupations that there is a strong possibility there will soon be a surplus of trained people in this field in New Hampshire and surrounding states. The Council recommended therefore, that requests for establishment of new, or expansion of current health-care education programs be carefully studied.

Among other major recommendations of the Council are the following:

1. Local advisory and craft committees, especially on the post-secondary level, should become more involved in the problems of their particular area with regard to job opportunities available to students completing school.

2. Federal funds for vocational education should be provided at least one year in advance or a new system be developed whereby planning could become a realistic endeavor.

3. Carryover of federal funds from one year to the next by the State Department of Education, which was almost 50% of the total federal funds for 1972, should never exceed 10-15% of the original allocation.

4. The State Plan should move from a "compliance document" to a planning program by incorporating the concept of Management by Objectives.

5. Each vocational education center be staffed with at least one vocational guidance counselor and a viable placement service should be established and maintained.

6. The preparation of vocational guidance counselors should include a hands-on occupational exposure.

Two interesting statements were contained in the Council's letter of transmittal, to wit:

> "Although this Report evaluates the past year's programs, in reality it is the culmination of a five year Council effort to place vocational training into the mainstream of the educational process thereby providing the occupational preparation necessary to fulfill the requirements of our society, which are predicated on the ability to work."

and,

> "The Council still contends that the concept of training all our students for worthwhile occupations in the job-oriented society is a viable one, but that a mere exposure to a vocation cannot be constructed as a replacement for a proficient vocational education."

NEW JERSEY

Careful reading of the New Jersey State Advisory Council report provides an adequately comprehensive picture of vocational-technical education problems, needs, issues and progress for the knowledgeable and interested citizen. Several summaries of detailed studies are excellent. Of particular interest is the Council's statement of continuing interest and follow-up of seven topics reported on in previous years, its insistence on positive action by the State Department on previous years' recommendations, and its description of planned 1974 evaluation projects. These projects are:

1. To determine the extent to which guidance and counseling has related to occupational training and development of secondary students.

2. To determine the extent to which occupational coordinating councils are performing within each county to implement vocational education on an equitable basis throughout the counties they serve.

3. To determine the extent to which the community colleges, the area vocational technical schools and the private profit vocational schools are successful in preparing students for occupational careers and placing students in jobs for which they have been trained.

4. To determine the extent to which teacher education departments are adequately preparing teachers for new directions in vocational education, new program areas, and unmet needs in vocational education.

There is an absence of any tangible plan to effect progress in the area of vocational teacher education programs by both the Division of Vocational Education and the Department of Higher Education. In the Council's opinion, the Division's cutback of almost $145,000 from the planned $1 million for teacher education was disproportionately high.

Funding

Federal funds are still being received too late in the fiscal year to permit systematic allocations by type of student, program, and area. On the other hand, total vocational education expenditures in FY 1973 ($22.8 million) remained almost the same as in FY 1972 ($22.7 million).

A pilot project to develop a model which directly involves the fiscal allocations of the state for vocational education programs, services and activities at the local school district level is making excellent progress.

The vocational educational output in health programs exceeded total

estimated state demand in all health occupations. On the other hand, there were shortages between anticipated output and demand in agriculture, distribution, business and office, and trades and industry categories. The Council expressed its concern in this matter by raising the question of the possibility of confusion in the definition of "program enrollment" or in the method of counting students.

From a fiscal standpoint, the State Plan is gradually becoming a useful management tool. However, there still exists a discrepancy between Division expectation as stated in the State Plan and actual results in terms of enrollment, program, and completion numbers. The Advisory Council raises the question as to the data base for enrollments being quite different from the data base for completions.

Recommendations

Of the ten recommendations made by the Council in its 1972 report, satisfactory implementation progress appears to be taking place only on four. The remainder were reiterated as recommendations in the 1973 report.

NEW MEXICO

The New Mexico Advisory Council on Vocational-Technical Education noted, in its 1973 Annual Evaluation Report that vocational education programs were expanded considerably over last fiscal year, and substantial progress was made in implementing programs in areas of critical need. However, there were several anomalies:

1. Enrollment in cooperative programs was down by 15.2%.

2. Work study enrollments were also considerably lower than projected.

3. While enrollments of disadvantaged increased substantially over last year's projections, post-secondary enrollment was down.

The Council also noted that, "while much has been said about career education, the State failed to fund any career education programs." It was recommended that the State Plan include specific funds which schools would be required to expend for career education, and that specific career education programs be identified and implemented in grade levels K through post-secondary.

A study by the Council of four vocational education programs - agriculture, distributive, health, and office - suggests that a substantial imbalance exists between current vocational training and actual State manpower needs. The Council recommends that a thorough State-wide analysis of vocational education programs be undertaken to determine which programs should be emphasized in order to meet the State's manpower needs.

Voicing the nation-wide concerns about the need for improving vocational guidance and counseling, a major recommendation of the Council in this matter is to require all counselors to have some business or industry experience.

A comprehensive group of recommendations is made by the Council with respect to job placement of school leavers and completers. Recognizing that there are a number of agencies and organizations in the field of job placement, the Council points out that few, if any, are particularly concerned with placing young students lacking job experience. The Council recommends, therefore, that the schools accept the responsibility for developing a job placement program which will include cooperation and assistance from employment service agencies and organizations. To implement this recommendation, the Council further recommends that monies be made available so that an employment counselor be employed by each major educational and training institution in the State.

The Council also recommended that universities be allocated particular funds for vocational teacher education, and that provisions be made to involve industry in a meaningful way with in-service training of vocational education teachers.

NEW YORK

It was refreshing to find the main thrust of 1973 Annual Report recommendations of the New York State Advisory Council on Occupational Education concerned primarily with student needs for relevant occupational education. The recommendations dealt with:

1. increasing opportunities for cooperative work experience
2. increasing elective options in both academic and vocational education programs
3. greater utilization of private schools
4. greater articulation between secondary and post-secondary programs to eliminate redundancy of courses for students

The Council has also approved a task force report which recommended, among other items:

1. College level credit be awarded apprentices and journeymen for work experience and relevant instructional courses through the Regent's External Degree Program.
2. Utilization of union leaders by local advisory committees

The Council also responded in detail to the recommendations of the Fleischmann Commission Report, pointing out some errors of omission in dealing with occupational education. The Council was particularly concerned that every student in the State have an opportunity to enroll in occupational education programs.

A sub-committee of the Evaluation Committee has been appointed to concern itself with Career Education in New York.

The State Department of Education, in conjunction with the Council, held a two-day workshop dealing with local school system advisory councils. Over 150 people attended the workshop. A complete report of the workshop is contained in the Annual Report.

The Council contracted for a study of the effectiveness of Job Placement Coordinators during 1972-73. The Council expressed dissatisfaction with the report of the study. Further action to be taken, if any, was not indicated.

As the result of a preliminary study of occupational education for handicapped students, the Council has contracted for a detailed study in 1974 by Ohio State University Center for Vocational and Technical Education.

The major thrust of the recommendations of the 1973 Report dealt with students and their educational needs.

The Advisory Council's concern about the problems of articulation between secondary and post-secondary schools led to a contracted study and report during 1973. The conclusions provide little hope for progress in this matter, except possibly at the local school system level dealing with a post-secondary institution within its geographic borders. Even this hope is highly problematical.

The Council views as constructive the actions taken by the State Education Department in implementing its previous year's recommendations. These dealt with the guidance and counseling function, staff and support services.

NORTH CAROLINA

The 1973 Annual Evaluation Report of the North Carolina Advisory Report on Vocational Education contains summary reports of forums on occupational education held in each of the eight educational districts in the state. The forums were designed to:

1. look at citizen status of occupational programs
2. give citizens opportunity for input into planning
3. allow citizens to express views concerning occupational education

The reports were organized around the following topics:

1. What did the people say?
2. What did the administrators say?
3. What did the instructors say?

A special report dealt with the vocational youth organizations. While the number of such organizations has shown steady but slow growth, the Council found that only one of five potential members belong to these organizations.

Another special report dealt with the use of advisory committees by the schools. While the findings were generally favorable they were also mixed.

Recommendations made by the Council are summarized as follows:

1. The goals and objectives of the State Plan should reflect program quality considerations as well as quantity.
2. The goals and objectives section of the State Plan be distributed to all local institutions offering occupational education at least one month prior to school opening.
3. A task force of appropriate educators be appointed to study the problems and possibilities of articulation of occupational education curricula between secondary and postsecondary institutions.
4. The State Board of Education make a major study of the occupational education needs and aspirations of grades 9-12 students.
5. A major study be made of the professional development needs.
6. The State Board of Education should strongly urge local boards of education to organize lay citizen advisory committees, and that the State Board provide an intensive in-service education program for school administrators and teachers on effective use of advisory committees.

NORTH DAKOTA

The 1973 Annual Evaluation Report of the North Dakota State Advisory Council for Vocational Education opened with a report of observations of teams of evaluators who visited 17 secondary schools, 4 post-secondary schools. The teams consisted of one consultant, one state staff member, and one or more Advisory Council members. Observations reported were highly commendatory.

Among the areas of concern which resulted in a number of recommendations by the Council for improvement were:

1. Preparation, training, motivation, certification and professional development of vocational teachers.

2. Relevance of vocational programs to needs of students and employers.

3. General lack of guidance and counseling for vocational occupations at the secondary level; and high ratios of students to counselors.

4. Inadequate funding for research in vocational education as well as for reimbursement to local school systems for secondary level vocational education programs.

5. Utilization of advisory committees for occupational and teacher education programs as required by state regulations.

Evaluation by the Council of State Plan goals and priorities, and the extent to which vocational education is serving people and their needs indicated satisfactory progress is being made in most instances by the State Department of Education. Meeting the needs of the disadvantaged and handicapped, however, was quite unsatisfactory. Satisfaction was indicated with progress being made by the State Department in implementing the Council's 1972 recommendations.

The Council's report contained considerable background information and data which served as the rationale for the Council's conclusions and recommendations. Also in the Report is a summary of the objectives of the State Plan, listing outcomes sought and achieved.

In addition to recommendations made, the Council passed two resolutions, as follows:

1. That the Council recommend some form of joint approval of all post-secondary occupational programs be implemented by the State Board of Vocational Education and the State Board of Higher Education.

2. That a State Supervisory of Industrial Arts be appointed.

OHIO

The Ohio Advisory Council for Vocational Education, in its 1973 report, commended the administration, the legislature, the State Board and the State Department of Education, and the Division of Vocational Education for effective leadership for making it possible for 70% of Ohio's school students to have access to at least twelve different areas of vocational education. This goal will be achieved when construction of currently approved building projects is approved. However, the Council pointed out that unless the legislature increases the number of new vocational education units that can be allotted to school districts for the fiscal year starting July, 1, 1974, the growth of vocational education services will not be in keeping with these new facilities.

The Council also proudly stated that Ohio leads the nation in the development of career education programs with approximately 120,000 students enrolled.

Contained in the Council's report were twelve objectives of the State Plan for 1973. Among these objectives, and projected enrollments for 1978, are the following:

OBJECTIVE	% of all students in 1978	ENROLLMENT FY '73	FY '78
Career Education (K-6 grades)	62.9	74,345	786,825
Career Education (grades 7 &8)	63.0	26,611	233,133
Career Education (grades 9 & 10)	62.7	22,529	247,071
Occupational Work Adjustment for Drop-out Prone Youth Below 16 Years	35.6	6,197	25,675
Post-secondary Vocational Programs for Persons 18-21	4.1	19,350	37,200
Adult Workers	5.1	148,980	253,678
Residential Vocational Schools Youth 16-21	---	0	2,000

Of the seven recommendations made by the Council in its report, two are of particular interest:

1. The State Board of Education should provide incentives for each vocational center to establish a job placement program.

2. The State Board of Education should urge that all federal funds available for all types of vocational education and/or training or retraining, be channeled through the United States Office of Education and its counterparts at state and local levels.

The Council's report contained summaries of four important studies dealing with career and vocational education in Ohio. Two studies were commissioned by the Council, and two by the State Department of Education.

OKLAHOMA

The 1973 Annual Report of the Oklahoma Advisory Council on Vocational-Technical Education opens with a highly complimentary letter concerning the work of the Council from the State Director for Vocational and Technical Education to the US Commissioner of Education. The Council responded in kind on the section of its report dealing with the extent to which Council recommendations have received due consideration by the State Department of Education.

Major recommendations of the Council dealt with the following concerns:

1. A new state funding procedure should be developed for local school system secondary vocational programs that is based upon community and area needs — with consideration of supply-demand job factors. (Present funding is based on instructor reimbursement only.)

2. In-service training of vocational teachers should be improved to make it more meaningful and available to teachers, and that appropriate credit be given for this training as well as equivalency credit for on-the-job training.

3. There should be less rigidity in time-frames for students enrolled in vocational courses, especially in the senior year, so as to allow a better choice of options through exposure to more vocational possibilities.

4. A follow-up study of vocational program graduates and school leavers be conducted by the State Department of Education, with an offer of financial assistance by the Council.

5. Industrial arts programs, as part of Career Education be supported by funds from the legislature and local school districts.

6. Because almost 80% of the total vocational enrollment is spread over skill areas of average to marginal demand, counselors should be providing students with more orientation on employment requirements and opportunities at an earlier grade level for the high demand categories.

7. Increased and improved use of local advisory committees.

8. Amending state law to provide a depreciation fund for replacement of equipment in school vocational shops.

9. Increase the number of vocational youth clubs at the post-secondary levels.

10. The need for the Department of Education to prepare long range plans for providing vocational programs for the disadvantaged.

11. The need for the State Board to take a more active role in the letting of contracts for building area schools.

OREGON

The format of the 1973 Annual Evaluation Report of the Oregon Governor's Advisory Council for Career Education followed very closely the suggested guidelines recommended by Vocational Education as developed in cooperation with the U.S. Office of Education and the ad hoc committee of State Advisory Councils.

1. Validity and appropriateness of State Plan goals and priorities in terms of student needs and employment opportunities?

   a. After going into a detailed but non-technical explanation of the processes involved in establishing goals and priorities, and commending the State Department of Education for embarking on its new Career Program Planning System, the Council pointed out some potential problems with the system and recommended some preventive measures.

   b. More of the goals should be written in measurable performance terms.

   c. The rationale behind the selection of objectives should be more explicitly stated.

2. To what extent are vocational education opportunities available to all people at the secondary post-secondary and adult levels?

   While considerable data are available as to what is happening or will be happening, the Council speculates about "what is not happening but should be happening." The Council recommends that the State Department of Education mount a comprehensive study resulting in a report that would address accomplishments as well as matters in need of initial or further attention.

Other questions to which the Council report addresses itself are:

1. Articulation

   One of the sources of difficulty in achieving articulation is that far too many instructors at every level of transfer perceive articulation as a threat to classroom autonomy. The Council recommends that the State Department of Education develop an articulation plan which will include occupational programs.

2. Job Placement and Follow-up

   The Council expressed satisfaction with the new follow-up data-collecting system the State Department of Education is planning to implement. However, there was no discussion of job placement activities as such.

3. Career Education

   After a detailed discussion of the Career Education concept the Council recommended that the State Department of Education's Career Education Section emphasize upon every school district in Oregon the importance of career education and encourage each district to place greater budget and human resources into career education.

4. Recommendations

   The extent to which the Council's recommendations have received due consideration is generally satisfactory.

PENNSYLVANIA

The Pennsylvania State Advisory Council for Vocational Education sees as one of its major roles that of serving as an advocate for vocational-technical education. In pursuance of this objective, the Council sponsored a Governor's Workshop Conference on Vocational Education during 1973 to identify major issues of vocational-technical education and the advocacy positions which the Council might advance. The report of the Conference will be studied for implementing action to be taken during 1974.

The Council also commissioned two in-depth studies of:

1. occupational education for the handicapped
2. professional preparation programs for vocational-technical teachers and administrators

The Council is also engaged in a series of activities to improve the image of vocational-technical education throughout the state.

As a result of an in-depth and thorough study commissioned by the Council, the status and needs of occupational education for the handicapped were summarized as follows:

1. There are many occupational areas in which the handicapped can successfully hold jobs, but training is not being provided for all these areas.
2. Counseling for the handicapped leaves much to be desired.
3. Work experience programs for the handicapped present special problems.
4. Differing interpretations at the local and state levels of the definition of "handicapped" is a major weakness.
5. Special services and training provided the handicapped can make them as competitive, or even more so, than the non-handicapped on the job market.
6. There were relatively few projects in which local advisory committees were utilized.
7. Interface between the schools and other agencies involved in serving the handicapped is minimal.

In addition to several other conclusions, the Council has made appropriate recommendations to resolve the problems revealed in its study. The recommendations include an on-going evaluation and follow-up system for the Bureau of Vocational Education and the Council.

As the result of a commissioned study by the Council of programs offered by the University of Pittsburgh, Temple University and Pennsylvania State University in preparing vocational-technical teachers and administrators, the Council recommends that:

1. The Bureau of Vocational Education should establish an on-going procedure to evaluate these programs in terms of accountability.

2. In-service programs should be developed.

A position paper concerning these matters has been presented to the Bureau of Vocational Education.

PUERTO RICO

The Puerto Rico Advisory Council on Vocational and Technical Education, in its 1973 Report recommended that the State Board, in co-operation with the Council hold at least 3 public hearings to help determine the effectiveness of vocational education throughout the Island. This recommendation was based on the results of a public hearing conducted by the Council during 1973. At this meeting, a number of groups including the Committee on Education of the Manufacturer's Association provided considerable information of value to the Council in conducting its evaluation responsibilities.

As the result of an in-depth study of graduates of vocational-technical courses by the Vocational-Technical Education Division, the Council recommended that priorities for funding and conducting vocational-technical education programs be established on the basis of labor market demand. To help accomplish this objective, the Council further recommends that strong local school advisory committees be established.

While the Council participated in a study, and discussions, leading to a completely new organizational and administrative structure for vocational and technical education in Puerto Rico, it still has several reservations about the new structure as reflected in several recommendations.

The Report contains a detailed description of a recommended Management Control System for the vocational education in Puerto Rico. This system is based on the Council's Executive Director's studies for his doctoral dissertation at New York University.

Analysis of enrollments in the various vocational program offerings showed that 5 programs satisfactorily met or exceeded objectives set for 1972-73. However 3 programs - technical, distributive, and adult - fell short of their objectives. Since it is these very three which should have the highest priority in Puerto Rico, the Council recommended greater funding of these programs to attract students and provide high quality instruction.

RHODE ISLAND

The 1973 Annual Report of the Rhode Island State Advisory Council on Vocational Education contains an in-depth report of the status of Career Education in the state. Essentially, the Council found a number of Career Education projects in the schools, but no comprehensive plan nor system has yet been delineated. The Council recommended that the State Department of Education establish a Division of Career and Vocational Education which would be responsible for all facets of career, vocational, and continuing education from early childhood through the adult years.

Much of the Council's report is devoted to a discussion of the fine leadership provided by the former Division of Vocational Education in promoting career and vocational education, and in creating nine area vocational-technical education schools. This Division was abolished last year. The Council is urging the Department to re-establish the Division.

The Council also recommends that the Governor's State Manpower Planning Office convene all state agencies concerned with manpower development and data processing (e.g., Administration, Education, Employment Security, Labor, Social and Rehabilitative Services, Economic Development, Community Affairs) into an information system task force for the purpose of integrating the data collection and dissemination activities of the concerned agencies.

Among the major recommendations made by the Council in its 1973 Annual Report was the designation by legislation that the State's correctional facilities - juvenile and adult - as a school system in order to receive increased state and federal educational aid funds and to attract attention to the importance of education in the rehabilitation of inmates. While the State Department of Education has the proposal under consideration, the State Department of Corrections has appointed a full-time coordinator of education programs.

SOUTH CAROLINA

Among the current recommendations contained in the 1973 Evaluation Report of the South Carolina Advisory Council on Vocational and Technical Education are several which had been made in previous years. In addition, the Report contained a section on the previous years' recommendations, responses by the State Board for Vocational Education and the State Board for Technical and Comprehensive Education, and a statement by the Council as to its satisfaction or dissatisfaction with the responses. These two Boards are separate entities and require separate consideration by the Council in conducting its evaluation programs and in presenting two sets of recommendations. The Council's recommendations to the State Board for Vocational Education are as follows:

1. Increase the goal of 60% of all secondary students participating in vocational education to at least 80%.

2. Emphasis must be placed on greater utilization of facilities.

3. Initiate a system to obtain data on the number of students in each year's class who have completed a vocational program.

4. Expansion of cooperative type vocational programs.

5. Increase enrollments in adult vocational education.

6. Participate in development of a statewide data system of reporting output of occupational training programs.

7. Provide for more minority ethnic group representation in administrative positions, and prepare annual reports.

Some of the findings which support these recommendations are:

1. The state's goals reflected only slightly the other manpower development programs within the state which should be closely related to vocational education.

2. Noticeably absent were specific provisions for returning veterans.

3. Other noticeably absent data was that pertaining to number and percent of students who actually complete an occupational training program before leaving school.

4. The coordination and articulation of training opportunities between vocational and technical education is still a matter of paramount concern.

5. Since only a minority of secondary school students actually enter higher education, the public secondary schools should assume the job placement responsibility for the high school student completing or leaving the public school system.

6. The use of local advisory committees should be intensified in many instances.

Recommendations to the State Board for Technical and Comprehensive Education are as follows:

1. Develop written annual and long-range goals and objectives.

2. Provide an annual written report by Center and system-wide of the costs of the TEC program in the state.

3. Participate in development of a statewide data system of reporting output of occupational training programs.

4. Continue emphasis on articulation/correlation of programs.

5. Provide more minority ethnic group representation in administrative positions and prepare annual reports.

Some of the findings supporting these recommendations are:

1. The major concern of the thirteen TEC centers has been training of skilled manpower for new and expanding industries. They have been notably successful in this matter.

2. There has not been any type of planning document, up through 1973, comparable to the State Plan for Vocational Education or comparable to the State Board of Education's "Objectives for South Carolina's Schools: A Five Year Plan."

3. Individual programs at the TEC centers have been under tight control of the Board, which requires careful documentation of the need for any new program.

4. Coordination and articulation of occupational education programs appears to present a very complex problem in that entering TEC students have varying levels of skills and educational backgrounds. However, for students completing TEC programs, articulation agreements have been worked out with a number of colleges and universities for providing college credit for TEC courses.

5. Job placement of TEC students is excellent. However, the numbers of graduates of many programs is extremely low. The reason for this may be that TEC students are placed on job before graduation.

6. No data were provided to indicate extent to which TEC centers serve specific population groups, although each center offers remedial programs.

7. Little or no data were available concerning relative expense of programs by program type or by center. However, a sophisticated computer-based system is now being installed which will provide the kind of data needed to make appropriate analyses and reports.

SOUTH DAKOTA

The South Dakota Advisory Council on Vocational-Technical Education, in its 1973 Evaluation Report, finds Part I of the State Plan an excellent beginning for a procedural manual. It provides a compendium of applicable State and Federal law, legislative definition, qualifications and job descriptions of State Division personnel, as well as the key policies and procedures of the State Division affecting the conduct and progress of vocational education in South Dakota.

Part II of the State Plan sets forth in detail and in logical order the contemplated actions of the State Division with respect to vocational education. These actions are based on specific and valid demographic and other data. The questions which must be asked of Part II are:

1. Is the data properly gathered and are the projections valid?

2. Based on this data, what <u>should</u> vocational education do?

3. Given present or reasonably probable resources, what <u>can</u> vocational education do?

Recognizing that the data collection process leaves much to be desired, the Council points out that the process is constantly being improved.

The Council also points out that vocational education is the only level of education which has evidenced <u>any</u> effort to initiate and implement any type of needs-resource planning in its management. Thus the planning process, as primitive and crude as it may be at present, must be seen as evolutionary. Eventually, it will probably set the stage for the planning process for all of public education if properly staffed and funded.

One of the most progressive steps in the planning process being taken by the State Division is the requirement that local education agencies justify their requested budgets for reimbursement on the basis of local manpower needs.

In August 1973, the Advisory Council distributed a questionnaire to 350 vocational educators soliciting opinions as to the performance of graduates of South Dakota's vocational-technical schools, theories and techniques being taught in the vocational programs of their schools, and the status of the machines and equipment used for training purposes.

TENNESSEE

Recommendations of the 1973 Annual Evaluation Report of the Tennessee Advisory Council for Vocational Education advocated that:

1. Certification of school guidance personnel require courses in career education, occupational guidance, philosophy of vocational education plus work experience.

2. The State Board initiate a program of cost analysis of post-secondary vocational education programs and continue such study of secondary programs.

3. The Division of Vocational-Technical Education keep the Advisory Council better informed on the development of the State Plan and involve Council members in this development.

4. The State Board establish a new formula for the allocation and distribution of state and federal funds to local school districts.

5. The State Board take the lead in encouraging the top leadership of both general education and vocational education to join together in encouraging a commitment to and implementation of the career education concept at all levels of public education.

6. More training be made available for those in unskilled and semi-skilled occupations.

7. The Information Management System developed by the State Board for secondary schools be expanded to include post-secondary programs of public as well as proprietary vocational schools and programs.

8. The State Board provide more leadership as well as in-depth operational guidance to local school systems in the proper use and function of local advisory committees and require the use of such committees for all vocational programs receiving federal and/or state funds. (The Advisory Council offered its assistance in implementing this recommendation.)

9. The State Board begin efforts to bring under its supervision private and proprietary schools offering vocational education courses in the state.

The Advisory Council took the occasion of its Annual Report to commend the State Board and Department of Education and the legislature for important progress on a number of fronts concerning vocational education, as follows:

1. Completing program evaluations for 14 local school systems, including 105 instructional programs.

2. Obtaining accreditation by the Southern Association of Colleges and Schools for 19 of 27 area schools, with 6 more due shortly.

3. Providing one high school credit for vocational education courses for an hour's classwork in the same way as for academic classes.

4. Establishing policy which will enable a local school superintendent to apply for a 12-month program whereby vocational teachers may be on salary while making contact with business and industry to improve his/her professional capabilities.

5. Increase in funding of vocational education operating funds by 19%, and capital outlay funds by 100% by the legislature.

6. Passage of the Comprehensive Vocational Education Act by the legislature which requires each county in the state to make vocational education available to all students and to provide facilities to accomodate at least 50% of all students grades 9-12. All capital and operating costs are to be borne by the state. This Act also provides for counseling in grades 7-12 at the ratio of 1 counselor per 200 students.

While the passage of the Comprehensive Vocational Education Act may well correct many of the deficiencies found in the State Plan, and provide for implementation of Council recommendations, it was nevertheless felt important by the Council to articulate its still present concerns, some of which are summarized below:

1. The accuracy of the data on which the goals and priorities of the State Plan are presumably based is highly questionable.

2. The Adult Basic Education group and unskilled occupations are largely being overlooked as a responsibility of vocational education.

3. Consideration of output of labor supply from other manpower development and training programs appears to be very weak.

4. There are wide differences in projected vocational outputs only a year apart.

TEXAS

The Texas Advisory Council for Technical-Vocational Education, in its 1973 Annual Report, A Redirected Education System - Education for Living and Making a Living, reviews all its previous years' recommendations, actions taken by the Texas Education Agency (and other agencies) to implement the recommendations, and reaffirms or revises the recommendations as considered necessary. In addition, the recommendations were consolidated into 13 appropriate clusters with a topical index, for ease of study and analysis.

In its Foreword, the Council pointed out that a great imbalance exists between the educational experiences students receive and those needed to most effectively function in our present society and economy. This despite the fact that citizens have been generous in their support of education in many respects, and the professional educator has spent more time and effort in preparation for his/her job than at any time in our history.

Among the several reasons ascribed to the lack of responsiveness of the educational system to the needs of individuals for occupational education is the "traditionalism" affecting all levels of education. The Council points out that since 1965 Texas has allocated $450 million for area school construction at secondary and post-secondary vocational and technical institutions while one state university spent the same amount of money on capital improvements in only 5 years.

The Council's current recommendations were made as "the next step" for action previously taken on Council recommendations in the following areas:

1. career education

2. financing

3. serving needs of special groups

4. guidance services

5. public awareness of the needs and resources in technical-vocational education

6. administration

With respect to administrative organization of the Texas Education Agency, the Council pointed out there has been more growth, development and changes in technical-vocational education in the last 10 years than in the previous history of vocational education, and that a study is now needed to determine what changes need to be made in the administrative organization of TEA to more effectively serve the needs of the State.

A section of the Annual Report is devoted to an exposition of studies and other data used by the Council in support of its conclusions and recommendations. These studies were commissioned by either or both TEA and the Council. They were:

1. Texas Guidance Information Program
2. Occupational Education Public Information Survey
3. Local Advisory Council-Committee Study
4. Governor's Conference on Technical-Vocational Education, 1973
5. High School Career Interest and Information Survey
6. Texas Education Product Study
7. Supply-Demand Information System for Texas
8. Texas Industrial Start-Up Training Program
9. Apprenticeship Training Study

Other studies are currently underway or are planned for initiation in 1974.

The Council completed an unusual study which resulted in the compilation of research projects, pilot projects, exemplary programs and developmental activities from 1967 through 1974. Approximately $14 million of federal, state and local monies were spent on these projects, with over $13 million coming from federal sources. While positive conclusions have not yet been drawn, there appears to be substantial overlapping and duplication of activities.

Following are statements taken from the Council's report in response to specific evaluation findings:

1. The State's goals and priorities are not clearly set forth in the State Plan.

2. The State's goals and priorities are valid in terms of student needs and employment opportunities based upon present projections. However, present information is inadequate for realistic planning and management.

3. It is estimated that the 900 teachers and 30,000 students involved in programs for the disadvantaged still leaves some 70% of the disadvantaged who could benefit from such programs unserved.

4. Private schools have not generally been accepted as a full partner in the total resources of the community in public planning.

5. Most goals set by the FY 1973 State Plan were exceeded, many in a substantial manner.

6. Coordination of training opportunities among agencies has increased substantially in the last 4 years.

7. Several post-secondary institutions provide effective placement departments and advisory councils, while others are much less effective. At the secondary levels, most of these activities have been done by vocational teachers and cooperative training coordinators.

8. Even though commendable progress has been made in the last five years in expanding vocational education opportunities at all levels, there remain many students who do not have access to these programs in Texas. It is not only availability of vocational programs, but of sufficient comprehensiveness to serve the needs of the individual and the community. For example, 70% of the vocational offerings are in the three areas of auto mechanics, building trades and cosmetology.

9. Substantial progress has been made in the last two years at the state and local levels between agencies and industry in providing "start-up training" and other support for expanding and up-grading needs of industry. Funds requested for these special needs were not appropriated by the State Legislature for the biennium 1974-75. However, considerable support and visibility for the concept was developed.

TRUST TERRITORY

The 1973 Annual Evaluation Report of the Trust Territory of the Pacific Islands Advisory Council on Vocational Education is devoted to a description and self-critique of the Council's activities vis-a-vis vocational education problems and needs of the Trust Territory. In addition to its responsibilities towards vocational education, the Council is also known as the Trust Territory Manpower Advisory Council.

The main activities of the Council were described as follows:

1. To make a manpower survey which would include a skills inventory for Micronesia and an analysis of the manpower requirements for the future.

2. To emphasize the development of vocational programs for:

    a. clerks, typists, and secretaries
    b. business management.

3. To encourage the development of career-oriented curricula.

4. To strengthen the vocational teacher training programs for Micronesia.

5. To conduct a follow-up study of those trainees who have completed vocational programs.

The Council reported progress in each of these activities, with completion of the two studies scheduled for next year. Operation of the Council has been facilitated with the appointment of a full-time administrative officer.

UTAH

The following remarks are excerpted from the 1973 Annual Evaluation Report of the Utah State Advisory Council for Vocational and Technical Education.

SUMMARY OF EVALUATION

- Earmarked money for vocational education programs in the elementary and secondary schools has increased substantially during the past four years.

- These earmarked vocational funds pyramid as they are used in the school districts because of the "added costs" provision in the funding legislation; and the districts are spending one and one-half to two regular dollars for every one earmarked dollar.

- The number of Utah high school graduates who intend to go on to a community college or four-year college or university has decreased from 69 percent in the spring of 1970 to 53 percent in the spring of 1973. The number who intend to go to a vocational school or business school has remained approximately the same. The number who intend to get married or are undecided has increased substantially; and the number who intend to go to work has also increased.

- During 1973, the pool of unemployed young people between ages 16-24 decreased in size and is slightly smaller this year than last. This pool has been growing each year during the past several years and has finally stopped, at least for this year.

- The number of students leaving high school before they graduate did not increase this year; reversing the trend of the past several years.

- Total post-secondary enrollments are down again this year (1973-1974), yet vocational post-secondary enrollments are up.

- An analysis of the enrollments and the appropriations to the technical colleges, as compared to the total post-secondary enrollments and appropriations, shows that appropriations to the technical colleges continue to lag behind enrollments.

- Instructional dollars spent for vocational education at the post-secondary institutions have increased substantially during the past two years, both in total dollars and as a percentage of total post-secondary expenditures.

- The question as to who really governs the two technical colleges is still unresolved and there is overlapping of responsibility between the State Board for Vocational Education and the Board of Regents as they relate to the technical colleges.

- During 1973, Utah had an unemployment rate of 5.5 percent, which was higher than the national average of 4.5 percent. There continues to be a sizeable number of skilled job openings which cannot be filled because the unemployed people do not have the skills required by the employers. These unfilled job openings are primarily in the vocational-technical area.

- Vocational education opportunities must be made available to handicapped persons so they may prepare for possible employment in areas where there are jobs; with consideration being given to each individual's capabilities and interests.

- The goals and objectives in the 1972-73 State Plan for Vocational Education are, in general, appropriate and realistic.

- The goals and objectives in the 1973-74 State Plan for Vocational Education continue to provide realistic guidelines for vocational education in the state, but are found wanting in three specific areas:

  One, there is nothing in the State Plan to implement the "career choice" phase of the Career Education Position Paper approved by the Utah State Board of Education.

  Two, the State Plan does not give strong emphasis to helping high school students become successfully placed in jobs.

  Three, the objective which was in prior State Plans that high school students will develop skills with which they could enter the labor market has been omitted and is evidently no longer an objective.

- Planned programs where high school students are encouraged to make a tentative career choice are being used by only one or two high schools in the state.

- Few high schools in Utah offer assistance to students in helping them locate employment.

- In general, high schools are not following-up on students individually to determine what happens to them after they leave high school and to offer assistance where necessary.

- Large numbers of disadvantaged students are not receiving the help they need in the vocational-technical area to help them prepare for employment.

- During the past three years, the Advisory Council has made 31 recommendations concerning vocational education in Utah. Most of these recommendations have received favorable response from the agencies involved.

RECOMMENDATIONS

1. The State Board for Vocational Education should set a specific goal in relation to high school students obtaining a marketable skill by the time they leave high school, either at graduation or before. A reasonable measurable objective might be that by 1978, 50 percent of those students leaving high school will have developed an entry-level marketable skill with which they could enter the labor market.

2. A job placement and follow-up program should be instituted within each of the 40 school districts. Every high school student, as he leaves school upon graduation or before, should receive assistance toward successful placement in his next step in life, whether he goes to work, goes on to further schooling, or enters some special category such as military service. Further, communications channels with former students should be maintained and assistance and follow-up should be given for six months after each student leaves school.

3. The State Board of Education should institute a program to implement the "career choice" phase of the Career Education Position Paper which states: "A student should identify a tentative career goal as a matter of record and within his senior high school experience, will be given an opportunity to devote the time necessary to meet his career needs in a chosen area of concentration."

4. The State Board for Vocational Education should select and appoint a committee to study funding of vocational education in the secondary schools to develop a funding formula that will assure the continued growth of vocational education in Utah to submit to the 1975 State Legislature.

5. The State Board of Education, which is also the State Board for Vocational Education, should meet four times a year as a State Board for Vocational Education, where the meeting is devoted exclusively to vocational education concerns, problems and programs. The State Advisory Council should be invited to advise concerning the meeting agenda and to participate in the meeting.

6. The State Board for Vocational Education, the Board of Regents, local education agencies and institutions, the Legislature and the Governor's Office should review prior Advisory Council recommendations and give strong consideration to continuing to implement them within the school system of this state.

VERMONT

The 1973 Annual Report of the Vermont State Advisory Council for Vocational-Technical Education is in great part an evaluation of:

1. Youth Club Organizations, and
2. Cooperative Vocation Education

in Vermont.

YOUTH ORGANIZATIONS

The Council found that only 23.4% of all 11th and 12th grade students enrolled in vocational education programs were being served by the six nationally recognized youth organizations, as follows:

Distributive Education Clubs of America
Future Business Leaders of America
Future Farmers of America
Future Homemakers of America
Industrial Arts Clubs of America
Vocational Industrial Clubs of America

The Council's concern, then, was focused on how these youth organizations could expand their programs and membership. Following are several of the major recommendations of the Council:

1. That a coordinated program of mutual benefit be developed between Vocational Industrial Clubs of America and the Industrial Arts Clubs; and that funding for an Industrial Arts Club state coordinator be provided.

2. That each school design some of its local Vocational Club's activities to involve participation by non-members.

3. The Department of Education, when certifying vocational teachers, require a competency in organizing and operating Vocational Youth Clubs.

COOPERATIVE EDUCATION

Pointing out that Cooperative Education enrollment at the national level has shown continuous growth since 1938, the Council reported there is still considerable misunderstanding by employers and the public as to the distinctions between cooperative education and other work-study programs. Using the educationally accepted definition of cooperative education, the Council found 21 programs

in 1973 (5 in 1969) with an enrollment of 620 (93 in 1969).

Among findings of the Council, the following are cited:

1. Only 2 students were working in state government agencies despite the fact that the State is the largest employer in Vermont (with over 5,000 employees).

2. The majority of cooperative education experiences were service oriented - food stores, eating and drinking places, auto dealers, gasoline service stations, medical and health services.

3. Manufacturing has a low student placement rate even though it has the highest rate of employer participation.

4. Over 38% of the students are placed in Industry employing less than 10 people.

Major recommendations made by the Council are:

1. More students be placed in cooperative education programs.

2. The Department of Education exert leadership and persuasion on all departments in State government to provide cooperative education opportunities.

3. Increased emphasis be given to the placement of cooperative students in larger businesses and industries.

OTHER RECOMMENDATIONS

A number of other recommendations made by the Council, and responses by the State Board of Education are contained in the Annual Report. Of particular interest is the recommendation that job placement of students who have participated in occupational education programs be encouraged as integral parts of the program. The State Board's response was complete agreement plus plans during FY 1974 for making job placement one of the major components of career education.

VIRGIN ISLANDS

The 1973 Annual Evaluation Report of the Virgin Islands Advisory Council for Vocational and Technical Education is its second report and was prepared only six months after completion of its report for 1972. Therefore, the Council reaffirms all the recommendations of its 1972 report stressing the urgency of the following:

1. Legislation be passed by the V.I. Legislature for the construction of two new Occupational Training Centers to service public, private and parochial students, adults, school drop-outs, the under- and unemployed, and handicapped persons.

2. A massive informational and public relations campaign to be conducted to stress the value, existence and necessity of strong occupational education programs for the benefit of the economy as well as individuals.

3. A total manpower needs study to be conducted, both long and short-term, to assist educational planners (among others) in determining needs for occupational education and training programs.

4. Counseling and guidance component of all schools should be enlarged.

5. A job placement office should be established in each school.

6. A large increase in remedial instruction staff should be provided, particularly in the areas of reading, writing and simple arithmetic.

Among several of the special problems reported by the Council is the increasing influx of non-citizens' children requiring vocational education. Their numbers were greatly underestimated last year and so physical facilities and staff for their vocational education is lacking. Some 100 students seeking vocational education had to be denied this opportunity during 1973.

VIRGINIA

The 1973 Annual Evaluation Report of the Virginia State Advisory Council on Vocational Education reported, in its Evaluation Summary that:

1. There is a groundswell of favorable attitudes developing towards vocational education as indicated by business leaders, labor leaders, government officials, legislators, educators, the general public and students in:

    a. studies by the Council,

    b. public hearings,

    c. increased enrollments at both the secondary and post-secondary levels.

2. Vocational education opportunities are expanding rapidly but not quickly enough to meet the needs of students, employers and the economy.

3. Funds for vocational-technical programs are not adequate to meet the needs of students and employers. Moreover, state funds for vocational education receive an extremely low priority when compared to funds appropriated for higher education and remedial manpower training programs.

4. Adult enrollments in vocational education programs are rather small when compared to the need.

5. Articulation of vocational programs between the high schools and community colleges is especially in need of improvement.

6. While substantial data concerning both manpower and educational needs is available, it is scattered among various government agencies.

7. There is a definite need to improve the coordination of institutions' vocational program offerings and employment opportunities.

8. While the community and 4-year colleges have well-organized job placement programs, most high schools have not as yet accepted as a major responsibility the assisting of graduates in finding employment and following up their graduates.

9. Vocational guidance and counseling services are in serious need of improvement in the secondary schools.

10. The business, labor and industrial community has far too little involvement in advising and influencing course content and instruction, although there is a widespread expressed willingness to do so from that sector of the economy.

11. There is a serious shortage of appropriately prepared professional personnel to staff the rapidly expanding programs in vocational education. This includes vocational teachers, supervisors, administrators, researchers, vocational counselors and teacher educators.

12. The 1974 State Plan goals and objectives are, in general, appropriate.

13. There is a substantial number of students enrolled in vocational education programs in the high schools who are not members of relevant youth organizations.

14. Proprietary schools, with an enrollment of over 18,000 students, are making a substantial contribution to Virginia's trained manpower.

The Council's recommendations were developed around the above findings as supported by appropriate statistical data in the text. However, several additional recommendations were made as follows:

1. The State Board of Education should establish organizational patterns which will permit those speaking for vocational education to articulate effectively and forcefully the needs, mission and priority of vocational education at the highest levels of decision-making.

2. The State Board of Education should continue to emphasize the necessity for and the advantages of local advisory committees, and establish as a major goal the appointment of a general advisory committee for vocational education in the local school system.

3. The State Plan objective which states that "By June, 1976, at least 90% of high school graduates not continuing formal education have a job entry skill" makes it highly important that research be conducted to determine job entry level skills for the various occupations in which instruction is offered.

4. The high schools in the state need to increase their enrollments in marketable skill programs from approximately 30% of the student population to approximately 60%.

The Council's report also contained a resolution it adopted on April 4, 1973 addressed to the State Board of Community Colleges requesting additional state financial, budget and administrative support for post-secondary and technical education programs.

Of interest is the following statistical information on Virginia's public schools:

> In 1972, 81% of the students who entered first grade twelve years earlier graduates from high school, and 47% went on to college. Seven percent continued their education in a formal setting other than college. Forty percent of the students who entered the first grade twelve years earlier did not continue formal education beyond high school. (Ed. note: Apparently the drop-out rate is 19% prior to graduating from high school.)

WASHINGTON

The 1973 Annual Report of the Washington Advisory Council on Vocational Education included an in-depth study of the state administrative organization for vocational education. Some of the major conclusions of the study are:

1. Under the organizational structure created by the Community College Act of 1967, there has been unrest, divisiveness and lack of unified direction in vocational education at the State level.

2. Key problems resulting from this structure are:

   a. conflict between the 2 major agencies responsible for the delivery of vocational education

   b. lack of comprehensive state plan for vocational education

   c. lack of relevant statewide vocational data and a system for managing such information

   d. confusion regarding the roles of the Coordinating Council for Occupational Education, the Superintendent of Public Instruction and the Community College Board

The Council's study resulted in a recommended organizational model which, while it is concerned with only one facet of the needed organization of the entire educational enterprise of the state, is seen as compatible with future organizational structure plans. Of the 7 recommendations made by the Council in its Annual Report, three are concerned with implementing the Advisory Council's suggested organizational model.

Other recommendations were concerned with the Coordinating Council for Occupational Education.

1. Developing of a student follow-up system.

2. Further refining its model for forecasting statewide vocational program enrollments in selected occupations based upon projections of the workforce composition.

3. Improving career counseling and guidance in the high schools.

4. Expanding career education.

In analyzing the 1973 State Plan, the Council reported:

1. The goals are stated too broadly and priorities are unclear.

2. In terms of employment opportunities, insufficient forecasting was done to develop a completely realistic plan. However, progress is being made by the Coordinating Council in doing a much better job of forecasting and planning.

3. Most of the measurable objectives set forth in the State Plan were met or exceeded, though in some cases data was not available.

4. The State Manpower Plan should be included in the State Plan for Vocational Education.

5. Little formal and planned placement activity takes place in high schools. The Council considers this to be an unsatisfactory condition and anxiously awaits the results of the National Advisory Council's report on its School-to-Work project. The State's 5 vocational-technical institutes do an excellent job of placement. Their activities seem to be a coordinated effort of counselors, teachers, and advisory committees with a combination of formal and informal employer contact. All but 2 of the state's 27 community colleges offer some placement services. Eight have full-time placement officers. Ten community colleges are tied to the Department of Employment Security's Job Bank System.

6. A total of 45% of the state's community college enrollment is now in vocational programs as compared to 12% nine years ago.

7. The Council is satisfied that good progress is being made in implementing career awareness programs in the elementary grades statewide. Greater emphasis, however, is needed at the secondary and adult levels.

WEST VIRGINIA

The West Virginia Advisory Council on Vocational Education, in its 1973 Annual Evaluation Report, briefly summarized the content of a report developed in a study of vocational facilities and programs in West Virginia. The study was funded with a $35,000 grant to the Council from the Economic Development Administration. Another study commissioned by the Council was concerned with developing alternative futures for vocational education in West Virginia. The Council has also expanded the scope of its advisory and consultative services to include the eleven Regional Planning and Development Councils of the State.

Special note was made of the National Advisory Council on Vocational Education's School-to-Work project. The West Virginia Council is planning to implement the findings and recommendations of this project as soon as the report becomes available.

While the Council's report contains considerable statistics provided by the State Division of Vocational Education no attempt was made to analyze the statistics in depth. In its 1972 Annual Report the Council noted,

> "...the discrepancies between State Plan budgetary enrollment and completion objectives for 1972 and the actual figures precluded any meaningful analysis of progress toward meeting those objectives."

The analysis that was made of the 1973 State Plan did indicate, however, that significant strides had been made in developing a State Plan that parallels the program enrollments with program objectives.

In reviewing the status of its recommendations made in 1971 and 1972, the Council reemphasized the need for continuing effort by the Bureau of Vocational, Technical and Adult Education in several areas, including:

1. insure that local school systems adequately prepare students for job opportunities in their regional geographic areas

2. continue regional guidance workshops and other activities which will help develop highly competent vocational counselors.

The Council's 1973 recommendations covered a wide range as indicated below:

1. All local school systems be provided State Office assistance in designing new, expanding or discontinuing present vocational programs based area-wide present or projected job needs.

2. All state agencies involved in manpower and economic development coordinate their resources and cooperate in enhancing the quality of life of West Virginia's citizens. Leadership in this effort to be provided by the Governor's Office of Federal State Relations.

3. CAMPS be given the authority to compel coordination with the collection manpower training data.

4. Greater utilization of local and regional industry-education advisory committees.

5. Private schools in West Virginia, with nearly 1/3 of the State's total post-secondary vocational enrollments, receive consideration as a partner in meeting the State's needs for vocational education.

6. The recent passage of a $200 million vocational school construction law by West Virginia means that by 1977 the State will be able to enroll 45,000 secondary students in vocational programs. The State Department of Education should use the next three years to develop a comprehensive career education program to take advantage of the new vocational facilities which will become available.

7. Professional development in-service training courses be developed for school administrators, counselors and teachers.

8. Job placement assistance for graduates and school leavers be accepted as a responsibility of the schools, and that special staff, additional if necessary, be assigned to this function.

9. State Board of Education commission a review of the present funding allocation formula to determine whether a new formula more responsive to the needs of local school systems can be developed.

10. The Office of New Industry Training in the Bureau of Adult, Vocational and Technical Education be assigned the responsibility for the operation of the Area Vocational Program.

WISCONSIN

The 1973 Annual Report of the Wisconsin Advisory Council on Vocational Education is unusual in several ways. In the first place, its evaluative function is concerned primarily with the extent to which the State Plan's specifically stated and quantified objectives have been met. This part of the report is handled in a simple and easily understood manner. It should be noted that most of the goals were not only met, but actually surpassed.

The second unusual aspect of the Report is the number of recommendations dealing with reorganization of the U.S. Office of Education, and calling for the establishment of a separate Federal Department for Education and Manpower Development.

The third distinguishing element is its in-depth analysis of a special study comparing the responses of Council members with other segments of the population in Wisconsin as to their views on priorities for vocational, technical and adult education. In this "people speak" report, there was unanimous agreement that the greatest priorities were concerned with providing vocational-technical education for initial job entry for high school graduates, drop-outs, and apprentices. The second major priority dealt with retraining and job advancement for the unemployed and the veterans.

The Advisory Council also expressed strong support that the present delivery system for post-secondary vocational,technical and adult education in Wisconsin remain under the control of the State Board and local boards of vocational education.

One of the major areas of difference between the Advisory Council and the State Board is the Council's advocacy that specific state funds be appropriated to support vocational education programs at the secondary level. "No state dollars have been earmarked for vocational education in Wisconsin's high schools." This situation is expected to change soon as a result of the Council's efforts.

WYOMING

Recommendations of the Wyoming Advisory Council for Occupational Education, in its 1973 report, Occupational Education in Wyoming, were that the:

1. State Department of Education and Office of Occupational Education:

   a. Continue to further develop, implement and evaluate career education at all grade levels (K-14) as well as the adult continuing education level.

   b. Continue efforts to orient teachers to effectively work with handicapped and disadvantaged students.

   c. Continue to cooperate with the Advisory Council in sponsoring public information programs designed to broaden occupational education programs and employment opportunities for Wyoming students and adults.

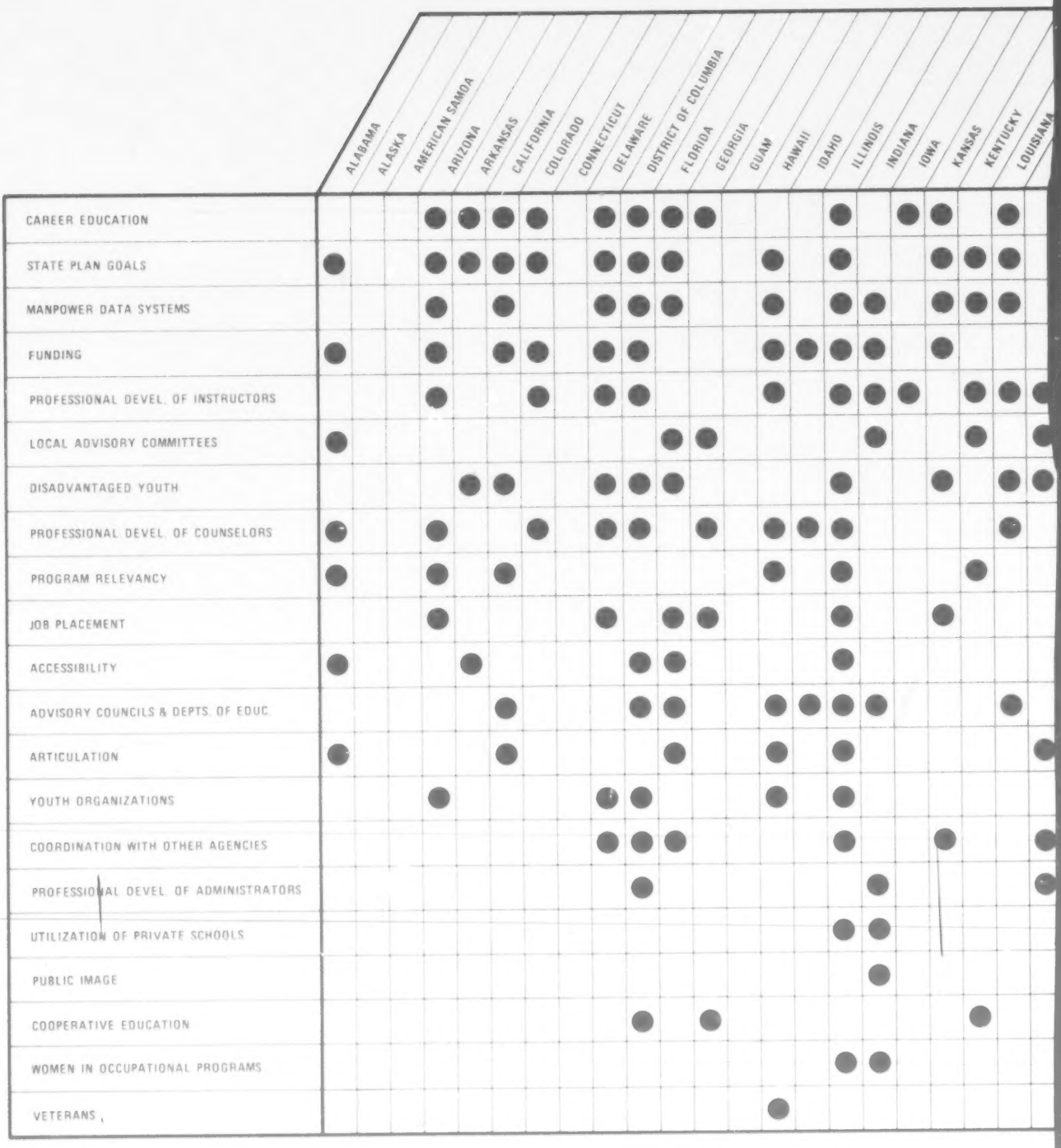
2. State Department of Education and Consultant for Occupational Guidance develop and implement in-service preparation of counselors to improve occupational guidance services.

3. State Department of Education and Coordinator of Occupational Education continue providing leadership to local educational agencies and community colleges in the development of comprehensive short and long-range planning systems for occupational education.

4. State Department of Education and University of Wyoming continue to provide occupational education in-service workshops for administrators, teachers and guidance counselors.

5. State Department of Education encourage public schools and community colleges to accept responsibility in job placement and continuing education of students.

Concerns & Issues In Vocational Educa



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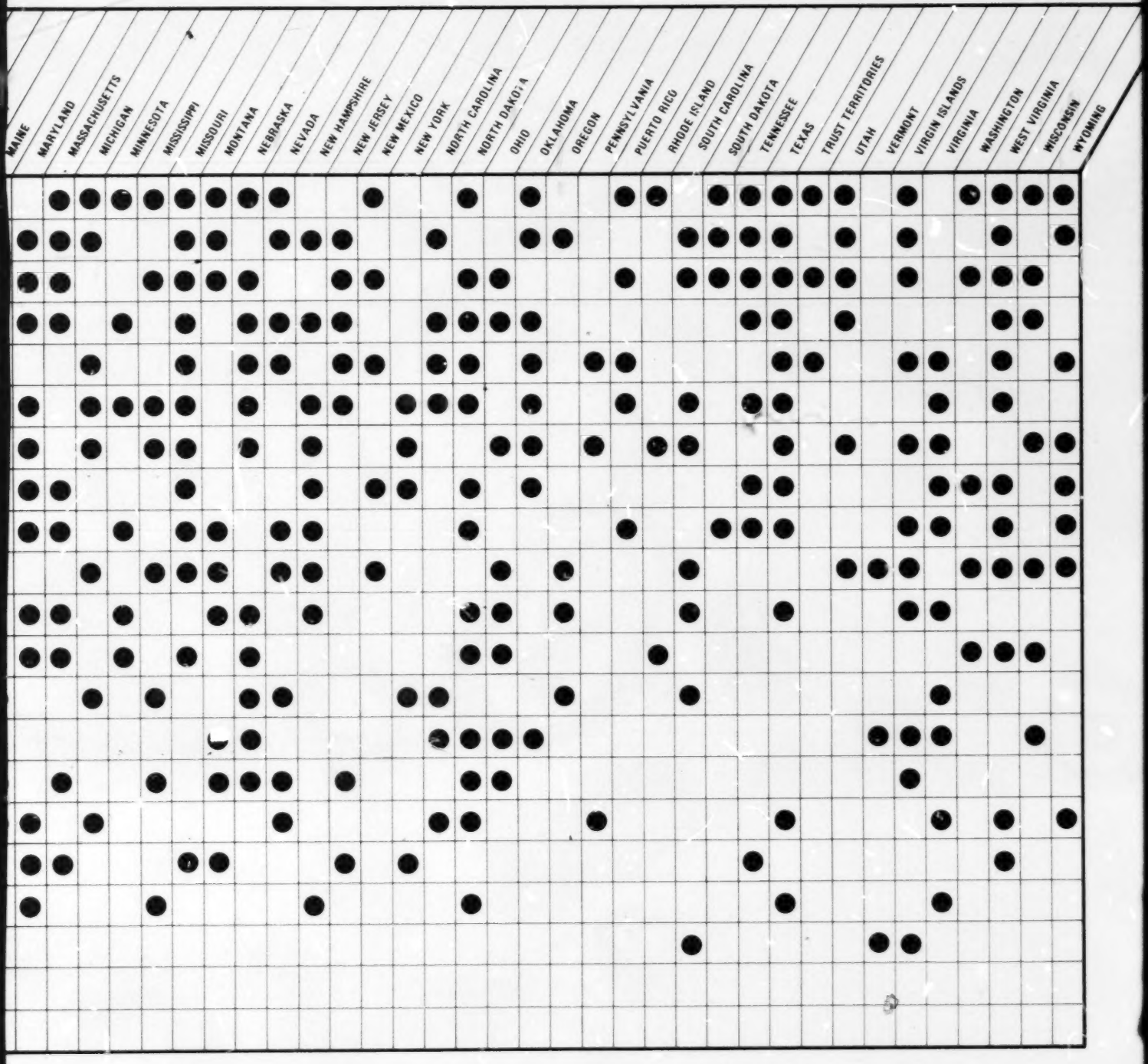
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